

THE MAGAZINE OF

BETTER SCHOOL

ADMINISTRATION

# The Nation's Schools

**SEPTEMBER 1950**

Schools start mobilizing for war • Nine new

gymnasiums • Program for the 60 per cent • Hang up that

diploma! • Are private schools a menace? • Report

to parents of grade school children • Experiment in tape recording



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The NATION'S SCHOOLS



# The Nation's Schools

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

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# AMONG THE AUTHORS

A new system of reporting to parents in Mattoon, Ill., will, it is hoped, result in better understanding of children by their parents and their teachers. **HOWARD W. HIGHOWER**, director of elementary education for the community unit school district No. 1, Coles and Cumberland counties, Mattoon, explains why on page 59. Mr.



H. W. Highower

Highower formerly was principal of the Central School at Ellington, Ill., supervisor of elementary schools in the same town, and supervising principal of Mattoon's elementary schools. **VIRGINIA L. MITCHELL**, coauthor, is supervisor of elementary instruction at Mattoon. She taught in elementary schools at Morris, Newville, and Indianapolis, Ind., before going to Mattoon. Mrs. Mitchell spent two and a half years in the U.S. Marine Corps in cryptography. Her hobbies are reading, travel, and swimming.



V. L. Mitchell



T. D. Martin

Are private schools a menace to our democracy? asks **T. D. MARTIN**, age 28. Dr. Martin, now director of the division of membership of the National Education Association, has been a member of the N.E.A. headquarters staff since 1935. He began his professional work in 1906 as a teacher in a one-room rural school and has since served as a teacher, a principal, and the executive secretary of the Utah State Teachers Association.



H. S. Belman

His experience in industry, in government work, and in education qualifies **HARRY S. BELMAN** to offer some suggestions for the adequate education of the neglected 60 per cent of the population. Before entering the field of education he was a labor manager for Hunt Schellmer and Marx and a statistician for the New York State Department of Labor and did research work for the U.S. Bureau of Labor Statistics. From 1934 to 1938 he was research assistant and teacher at the Milwaukee Vocational School and from 1938 to 1941 was director of vocational and adult education at West Allis, Wis. Mr. Belman was supervisor of war production training for Wisconsin, 1941 to 1943, and then served as chief of training for the War Manpower Commission, Region VI, until 1946, when he became senior training officer for the Veterans Administration. In 1946 he accepted his present position as associate professor and chairman of trade and industrial education at Purdue University.

**RUPERT N. EVANS**, coauthor

recently was appointed assistant professor of industrial education at the University of Illinois. He formerly taught in a vocational machine shop at Elkhart, Ind. In his spare time Mr. Evans likes to repair old clocks and to construct miscellaneous gadgets, which he mostly usually work even though they do look as if he had collaborated with Ruben Goldberg in designing them.



R. N. Evans

Cooperative supervision in action is described on page 62 by **THOMAS MURRAY**. Mr. Murray recently was advanced from associate professor to professor of education at Sam Houston State Teachers College, Huntsville, Tex. Formerly he was high school principal at Barstow, Tex., an assistant in the office of field relations at Teachers College, Columbia University, and director of elementary education at Lubbock, Tex.



Thomas Murray

**HARRY M. BRADLEY**, coauthor formerly was director of supervision of the schools in Houston County, Texas. He now is working for a doctorate in education at the University of Florida. Mr. Bradley formerly held positions as a teacher and an elementary principal at Greensboro, Crucible and Ellwood City, Pa.; New Smyrna Beach and Kissimmee, Fla.; and College Station, Tex.



H. M. Bradley

How group planning brought results in the schools of Center Line, Mich., is discussed on page 59 by **RUSSELL L. ISBISTER**, Center Line superintendent. Mr. Isbister taught in the Center Line schools from 1927 to 1929 and was principal of the high school there from 1929 to 1941. After a year as high school principal at River Rouge, Mich., Mr. Isbister accepted his present position in 1948.



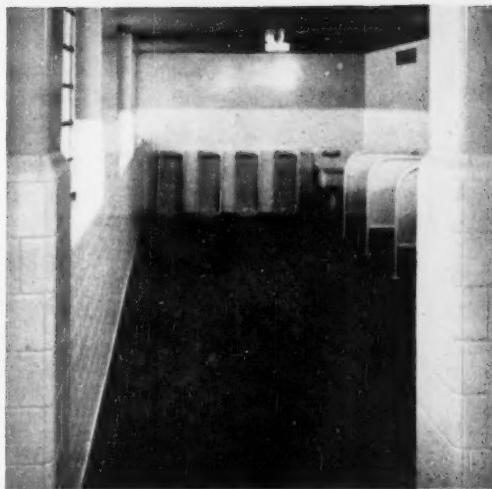
R. L. Isbister



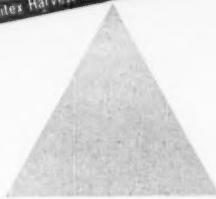
F. A. Rowe

**FLOYD A. ROWE** explains on page 58 how high school athletic activities are coordinated by the Cleveland High School Athletic Senate. Mr. Rowe has been supervising director of the department of physical welfare of the Cleveland schools since 1933. Previously he taught in public schools in Montana and at the University of Michigan and was assistant superintendent of public instruction for Michigan.

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**Pupils in Rural Schools Study Outdoors . . . Annual Dinner and Conference Held for School Bus Drivers . . . G.I. Job-Training Auxiliary Trains Farm Wives as Secretaries . . . Country Children Given Kindergarten Experience**

CHILDREN attending the Middle Parent School at Armonk, N.Y., study history by reading the data on tombstones, learn about wildlife while clustered around a campfire, and hear about the explorations of Christopher Columbus and Marco Polo while they go fishing with their principal in a river near the school.

The two-room, 337-year-old school is progressive in its curriculum class-



room work is combined with studies numbers and excursions; no massing audio-visual techniques are used, and the teachers try to develop self-reliance in pupils.

Principal Calvin Sloan and his assistant, Jean McMath, visit all parents in their homes instead of giving children report cards. This permits them to discuss fully each child's problems and home environment.

The school has classes from kindergarten through sixth grade. Older children are sent by bus to nearby towns.

Unlike many schools today, the Middle Parent School has no debt and is not overcrowded. Its budget this year is \$18,000, including \$6,000 for the salaries of two teachers, operating expenses for buses for its 37 pupils, and charges for transportation and tuition for 14 older children going to other schools.

A DINNER and conference for school bus drivers are held annually at the Delaware Academy and Central School at Delhi, N.Y. Among the guests usually invited are the district superintendent of schools, the public service commission's bus inspector for the Delhi area, and local policemen.

A motion picture and a talk on some phase of school bus transportation are part of the program. Homemaking students, under the direction of the homemaking teacher, prepare and serve the dinner.

COUNTRY CHILDREN need kindergarten experience even more than urban children do, because they are isolated from playmates and do not have the opportunity for companionship afforded the city child, maintains Vernon McDonald, superintendent at Blaine, Wash.

Blaine is one of the few Washington schools that offers pre-first grade experience to rural children. Last year, the second year of its operation, 44 pupils were enrolled. They represented between two-thirds and three-fourths of the eligible children.

The kindergarten is located in an old building with the fifth and sixth grades and the junior high. By combining two rooms and redecorating them for the children, Blaine has created an attractive and home-like kindergarten room.

Because the school district is U-shaped and a bus can cover the area in about an hour, it has been possible to have a morning and afternoon session of the kindergarten. The morning buses take the kindergarten children to Blaine with the other children. At 11:45 a.m. a bus takes home the children enrolled in the morning session and loads those attending the afternoon session. First and second graders go home at 1:10 p.m. and kindergarteners at 3:45 p.m., with the upper grade children.

The teacher holds personal conferences with parents of kindergarten children concerning their youngsters' attitudes and habits. Although the conferences are voluntary, more than three-fourths of the parents requested them last year.

A FARMER no longer needs to have his wife help with the chores, but he does need a secretary to fill in all the forms if he participates in federal farm programs. So while veterans attend on-the-job farm trainee classes in the Crawford County High School at Cherokee, Kan., their wives attend typ ing and bookkeeping classes.

Whenever special speakers addressed the veterans' evening class, the class members' wives were invited to be present. About 90 per cent of them went to the programs. This gave Principal Norland Strawn the idea for the wives' class; the women responded enthusiastically.

The government gives farm trainees an allowance and provides supplies needed in classroom instruction and

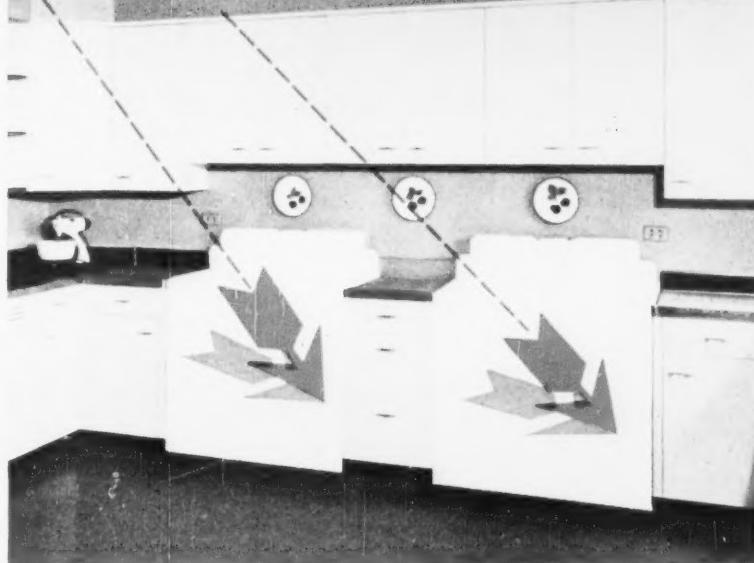


shop work. But the community high school finances the women's classes, for which no tuition is charged. How ever, Ruth Payne, high school commerce teacher, is donating her services so that there is actually little expense for the project, according to Principal Strawn.

Mr. Strawn believes the Cherokee project is the only G.I. job-training auxiliary in the nation.

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# Questions and Answers

## Teachers and Finances

What facts about the financial structure of the school district should be given to the teachers? What financial and building problems should teachers be asked to help solve?—D.R., Nev.

Teachers are taking an increasingly active part in the solution of the financial problems of public school administration. They are doing this most effectively through their state associations. The teachers' influence is being felt also in the efforts for federal aid to schools. In many local communities the teachers have been exceptionally effective in their efforts to increase school support. State legislators and the citizens in local communities rely on the teachers through their associations and as individuals to supply the leadership in presenting the needs of the schools to the public.

In light of these facts it is obvious that teachers need be informed about the financial structure of the local school district. Before presenting the needs of the school to the public, the teachers should be well informed about the financial resources of the local district. Unless expressed needs and the financial potentials of the community can be lined up in a practical proposal the teachers may be accused of being impractical idealists, and their leadership may be discredited. A well informed teacher can reach many people in his casual conversations with friends and acquaintances. The responsibility for keeping the teachers well informed is that of the superintendent of schools.

Teachers should be well acquainted with present and future building needs. In programming a building the services of the teacher as well as the services of every other employee of the school system are indispensable. In planning a new school building all employees should be asked to submit suggestions about facilities such as libraries, classrooms and instructional equipment.

Teachers also will find it stimulating to discuss their suggestions for the proposed building with the architect. A committee of the teachers may meet

as a part of a building council composed of the superintendent of schools and representatives of the board of education, parents and nonteaching school employees. —GLENN K. KELLY, *superintendent of schools, Saginaw, Mich.*

## Kindergarten Furniture

We have a large new kindergarten room. We are about to purchase furniture and fixtures. Do you recommend individual desks, individual tables and chairs, or large tables and chairs?—R.B.A., Minn.

Since social contacts are encouraged in the kindergarten, individual desks are not recommended as they would not permit the children to work together. Tables of rectangular shape around which at least four children may sit have been satisfactory.

This furniture may be grouped. For most activities two tables may be placed together to form a larger, almost square working surface. A single table with a top 25 by 36 inches and a height of 22 inches seems to be a good size for most 5 year olds. Chairs that have seats 13 inches from the floor also are of good size. Stained rather than painted furniture is recommended as it does not show finger marks quickly.—GERTRUDE FENNEMA, *Children's School staff, National College of Education, Evanston, Ill.*

## Confidential Problems

What is the best method of discussing confidential school problems democratically with teachers to ensure that they will not discuss them prematurely and undiplomatically with the public?—R.B., Nev.

There is probably no method by which one can ensure that confidential matters will not be discussed with the public. It is highly unprofessional for teachers to reveal confidential information or to discuss it without authorization, but unfortunately such unprofessional conduct crops up now and then.

When it is definitely known that a member of the staff is not conducting himself properly, by all means the subject should be discussed with him in a fair and frank manner. The rea-

sons why certain information should not be made public, and the harm that may result if it is made public, should be pointed out.

Confidential affairs should be discussed with as small a group as possible. There are few, if any, subjects of a confidential nature that it is necessary to discuss with a whole school staff or school system staff. Only persons immediately concerned should be present, and usually the number of such persons is small.

Some teachers and others may not be well informed about what is considered professional and unprofessional. It is wise to schedule for at least one teachers' meeting a year a discussion of professional ethics, and it may be found desirable to supplement this with individual or small group talks, especially with new teachers. The N.E.A. code of professional ethics and the various state codes are good guides to follow.—CALVIN GRUBER, *professor of education, University of Colorado.*

## Musical Instruments

Would you advise us if musical instruments for use in schools are free from excise taxes?—M.S., Ill.

The following is an excerpt from Tax Regulation 46 under the heading Manufacturers' Excise Taxes I.R.C. Sec. 5404, imposing a tax of 10 per cent on radios, phonographs and musical instruments:

but the tax imposed by this section shall not apply to musical instruments sold for the use of any religious or nonprofit educational institution for exclusively religious or educational purposes. The right to exemption under this subsection shall be evidenced in such manner as the commissioner, with the approval of the secretary, may prescribe by regulations.—T. E. BLACKWELL, *treasurer, Washington University.*

## Summer School Requirements

Should teachers who are on tenure be required to attend summer school at certain intervals—say every three or five years?—R.S.O., Ala.

Most tenure laws do not provide for required summer school attendance or other evidence of in-service improvement. If a tenure law does not make such provision, a school board cannot impose the requirement as a condition of a teacher's retaining tenure rights. However, unless state salary legisla-

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RAY J. HANSON	<i>U.S. Office of Education</i>	W. B. SPALDING	<i>University of Illinois</i>
DAVID D. HENRY	<i>Wayne University</i>	VIRGIL STINEKIND	<i>Indianapolis Public Schools</i>
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JOHN C. HOWE	<i>Atlanta Public Schools</i>	W. F. WHITE	<i>Dallas Public Schools</i>
JOE JAKOBO			

tion provides otherwise, a school district may set up certain requirements to be met periodically if teachers expect to progress through the salary schedule to the maximum salary. For example, teachers may be required to earn six semester hours of college credit during a three year period as a condition of receiving the normal salary increment for the fourth year.

Such a requirement does not conflict with tenure provisions, but it does encourage professional growth by barring teachers from receiving salary increases on the basis of time spent in service only.—CALVIN GRIEDER, professor of education, University of Colorado.

### Smaller First Grade Classes

In a school handicapped for space and money, would it be better to put in a kindergarten or to employ extra teachers for first grade pupils in order to cut down on the size of the first grade classes, thus providing better first grade instruction?—M.G.P., N.Y.

This question does not furnish enough information on which to base a good answer.

Either one of the two plans suggested would require additional space, but the dividing of first grade pupils into smaller groups would probably require less space and specialized equipment than would the adding of a kindergarten.

The first effort should be made to reduce class size to about 25 pupils per teacher, and certainly no more than 30. The work of the first grade is so important for giving children a good start in school that its effect—for good or bad—will be apparent during the remainder of a child's school experience. Therefore classes of reasonable size, as suggested, should be the first consideration.

When the first and other primary grades are adequately taken care of, the question of adding provision for kindergartens should be considered.—CALVIN GRIEDER, professor of education, University of Colorado.

### Pupil-Teacher Ratio

What is the average pupil-teacher ratio in city public school systems?—R.H., Miss.

Statistics just released by the U.S. Office of Education, based on its study of 5145 cities in 1947-48, show an average of one teacher for every 29 pupils enrolled, or one for every 25 in average daily attendance.

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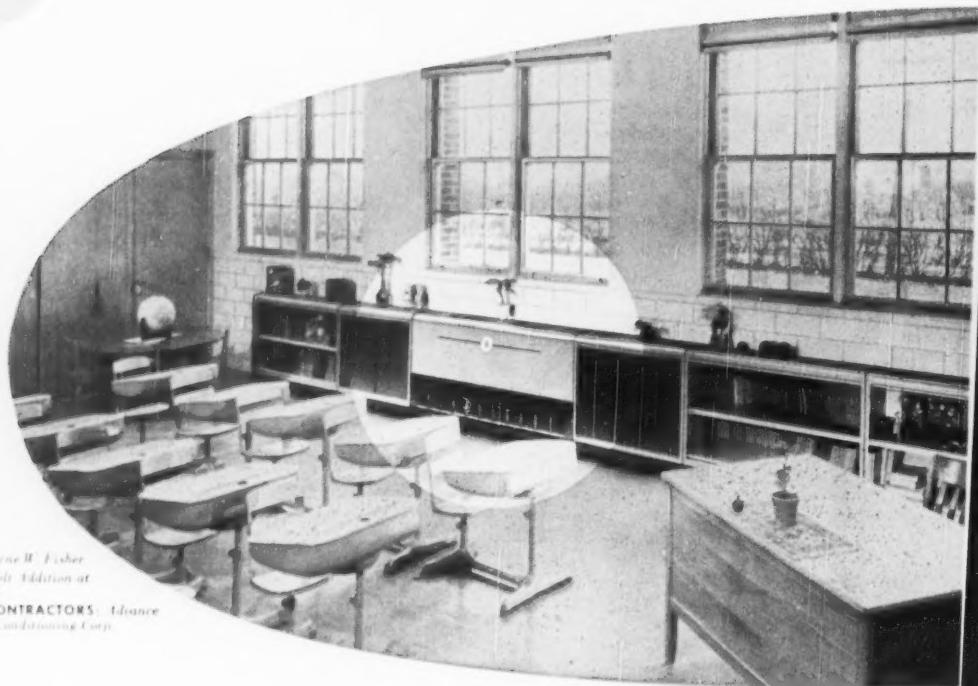
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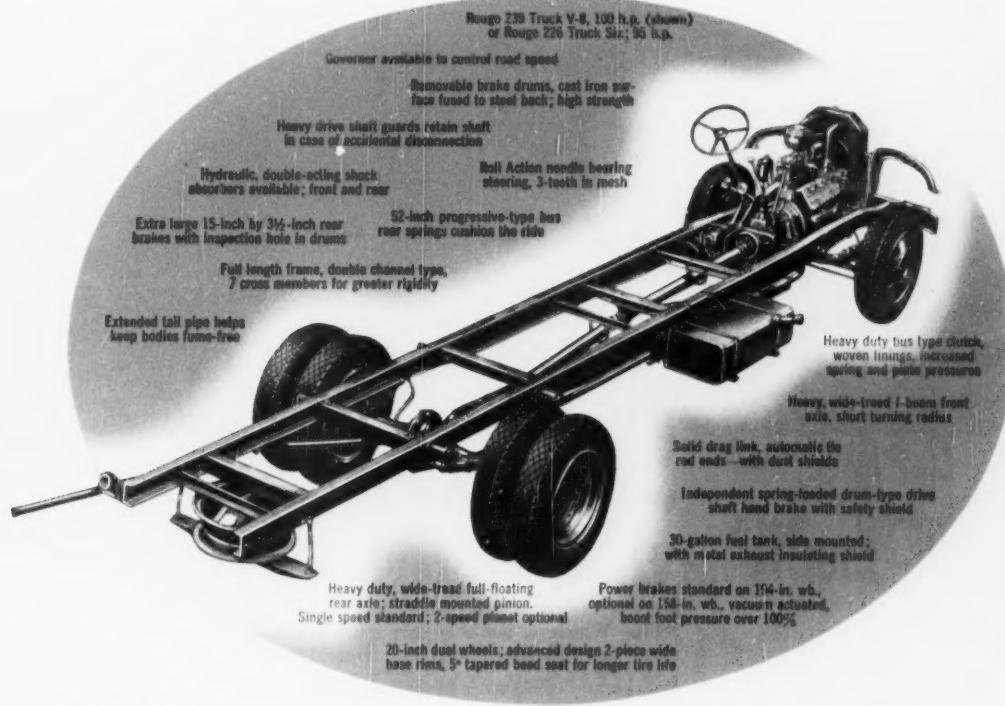
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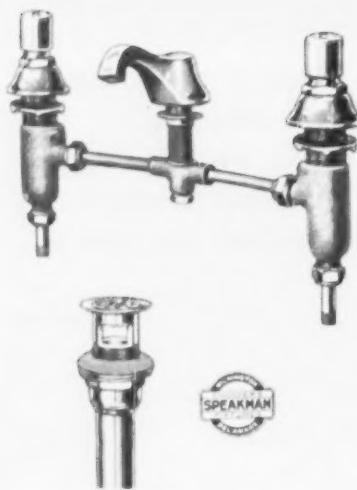
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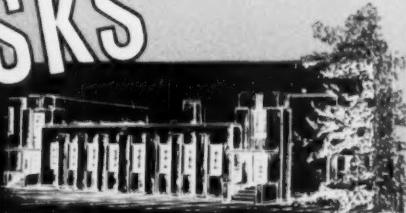


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**There are mighty good reasons why 4 out of 5 schools are equipped by professional laboratory manufacturers**

# Looking Forward

## **It's Not the End!**

AMBITIONS of Oscar R. Ewing to create a place for himself on the President's cabinet were abruptly stalled when the House turned down Reorganization Plan No. 27. Newspapers attribute that overwhelming defeat, 249 to 71, to the fear that the federal security commissioner might use a Department of Health, Education and Security to promote socialized medicine.

Education put up a much stronger fight this time. When the first reorganization plan was killed in the Senate last year, the National Education Association straddled the fence, not wishing to offend the administration and thus weaken the prospects for federal aid. At its meeting in St. Louis this July, the N.E.A. representative assembly strongly opposed Plan No. 27. In the Senate hearings on the bill, the vigorous opposition of the N.E.A. and the American Association of School Administrators was reported by Edgar Fuller, executive secretary of the National Council of Chief State School Officers.

Mr. Fuller spoke on behalf of the great majority of school people in this country. He declared that the U.S. Office of Education is now held in "political peonage," and that Reorganization Plan No. 27 would "embalm" that office in its present form in a welfare-dominated department.

However, the education front was not united. Testifying on behalf of Ewing's plan was George F. Zook, retiring president of the American Council on Education and its spokesman.

But that's not the end of this story.

President Truman has two more years during which to submit reorganization plans, and Mr. Ewing seems to be a firm believer in the old adage: If at first you don't succeed, try, try again. He fooled some school people with slight modifications in Plan No. 27 as compared with Plan No. 1.

For those who agree with the stand taken by the N.E.A. and the A.A.S.A., there's a football slogan to remember: The best defense is a good offense. The surest way to prevent the Office of Education from being completely engulfed in the political hierarchy is to set up a *nonpartisan* national board of education to exercise the authority over that office that Mr. Ewing sought as a partisan politician.

The national board is not the perfect answer, but without a doubt it can be regarded as a great improvement over the present situation.

## **Are Schools Expendable?**

IN THE program of sacrifice that President Truman calls for, is public education to be a burnt offering? He asked us to curtail luxuries, to work harder and longer and better. These things we do willingly, but are the public schools to be sacrificed again?

While many people will agree that a child of school age should not be cheated in times like these, no one has devised a way to prevent it. Invariably wartime means inflation, with the dollar buying less in education as in everything else. It means heavy increases in *federal* taxes, with the resulting reluctance of people to vote more funds *locally* or on a *statewide* basis for public education.

School building was virtually at a standstill during both world wars, and we never have caught up with the greatly increased need for more classrooms. Schools now face greater costs, curtailment of supplies because of priorities, and probably decreased revenues.

All of this adds up to a repetition of our great mistake in World Wars I and II, namely, the failure of society to give young people the kind of preparation needed in a world of tensions. Who knows how many of the mistakes of our leaders today may be attributed to the inadequacies of their public education during those war periods?

Across the nation has flashed the realization that in our zeal to become a competent military force, we are in danger of being pushed into the very thing we are fighting; that is, an autocratically controlled society. If democracy cannot operate effectively in times of emergency, then obviously there is something wrong. That difficulty may be due partly to the failure of schools to teach young people the skill and responsibilities that make our democracy practical.

Two courses of action are indicated: (1) to analyze cautiously the demand for more controls, granting them only when there is no other choice; and (2) to maintain as much as possible the democratic way of living, which means that local, state and federal governments should continue to encourage and support public education. Such a program calls for vigorous local enterprise and leadership.

It necessitates a more direct concern on the part of citizens that education shall not again be one of the great expenditures of that third war.

### **Biased Textbooks**

**S**MUGGLY we tell ourselves that our public schools do not teach bias. We are not like our sinful totalitarian neighbors, who misuse the power of education. For those who suffer such a delusion, we prescribe the humble reading of "Prejudice in Textbooks." Public Affairs Pamphlet No. 169. The report is based on "Intergroup Relations in Teaching Materials," a committee report sponsored by the American Council on Education in collaboration with the National Conference of Christians and Jews.

To be sure, none of the hatred that is taught in our classrooms is not intentional. That's what makes the damage so insidious.

States the author of the pamphlet, Maxwell S. Stewart: Textbooks, particularly in the grade school and high school, are guilty of failing to come to grips with basic issues in the complex problem of human relations. Much material essential to the understanding of intergroup relations is simply not presented to pupils.

The pamphlet frankly asserts that the story of America includes a long list of open hostilities, costly discriminations, and evil exploitations. It backs up this statement with ample evidence.

The committee's analysis of 315 public school and college textbooks holds textbook writers guilty of such sins as:

1. Expressions of hidden bias, for example, linking Jews with Communists or Jews with atheists; or the practice of continually referring to Negroes as superstitious and childlike.

2. Failure to stress the dignity and worth of the individual.

3. Almost meaningless division of civil liberties, because their importance to the individual student is seldom personalized.

4. Treatment of the right to vote on an abstract, impersonal institutional level, rather than as a protection for the individual.

5. Failure to tell pupils about the patterns of group organization in our society.

6. Patronizing attitude toward border or "swarms of immigrants."

7. Persistence of the melting-pot idea. Differences in the background of Americans are an asset rather than a liability.

The survey cites many cases to show that the story of the Negro in this country as presented by the typical textbook is astoundingly unfair. Descriptions of the religious, family, social and general cultural activities of Negroes either are not given or are so general that they are almost without meaning, states the pamphlet. Recognition that the ballot is still denied to many Negroes and analysis of the way of which it is done are necessary if the students are to have a realistic understanding of our democracy.

Similar shortcomings are apparent in the treatment of the American Indian and Spanish-speaking minorities.

Even more stereotyped is the description of Americans of Oriental background.

Says Author Stewart: Most students have no way of knowing that the Chinese Americans are loyal citizens, able workers, and that they have made many important contributions to our rich and varied culture.

Inexcusable ignorance on the part of textbook writers is revealed in much of the treatment of religious groups. Especially vicious are the oversimplifications in writing about the Jews. Most textbooks admit the existence of racial and religious prejudice, but very few of them tell how prejudices originate.

The fault, concludes the pamphlet, lies not in texts alone but in the courses of study for which textbooks are prepared. Only as those courses of study demand the inclusion of topics on intergroup relations, some of which are inevitably controversial, will the textbooks be substantially improved. A remaking of curriculums must precede the revision of textbooks. That revision involves, first, the writings of passages focused directly on the description and exposition of contemporary intergroup relations, and second, scrutiny of indirect references now in textbooks.

The improvement of relations between the groups that make up America is a complicated *leaving* task. Minds must be changed; new feelings developed; up-to-date customs initiated. In a democracy characterized by many cultural differences, that is a long-range undertaking to be achieved chiefly through education.

### **Who Gets the Steel?**

**A** MANUFACTURER of school equipment ponders a question in the minds of all school administrators: Who gets the steel? States the letter. It is a sad commentary that Washington talked first about reducing steel for the building industry without first considering that large quantities of this material were currently being used in beer cans, slot machines, and many other similar items for which the availability of steel should fall very low on any sound list of priorities.

With respect to providing sufficient steel for the military needs, we are all of one mind; by all means let the armed services have all the steel they need. However, with respect to what will be done with the rest of the steel, there are undoubtedly many people who feel that the steel needed for the school housing program should have top consideration in any system of allocation or rationing. The needs of the school construction program, however, may very well be overlooked by those having responsibility for determining who shall get steel, unless school people call these needs to the attention of the men in Washington.

But in seeking priorities for school supplies and building programs, education must make sure that it is using less artificial materials whenever possible, and that it is making the most efficient use of every item. The situation calls for a reexamination of many plans for school buildings.

*The Editor*

THE NATION'S SCHOOLS



Detroit Public Schools

**The schools mobilize for the**

# WAR EFFORT

A REPORT FROM WASHINGTON

By B. P. BRODINSKY

THE war crisis found educators in Washington desperately searching for the kind of unity that would make the resources of education totally effective in the national interest. They were also searching for a unity that would make them strong enough to protect the interests of schools, colleges and universities during partial or total mobilization.

Such unity was lacking on the morning of July 28, when men and women from 12 major organizations\* met for the first conference on mobilizing education for the present national emergency.

But as the day wore on, there appeared toward the late afternoon hours some areas of agreement for action. Equally important, there appeared the skeleton of a unified council of educators which, if given blood, muscle and a vocal apparatus, might in time speak authoritatively for all American education in the war planning councils of the government.

\*American Association of Colleges for Teacher Education, American Association of Junior Colleges, American Association of School Administrators, American Council on Education, American Vocational Association, County and Area Superintendents, National Association of School Boards Association, National Catholic Welfare Conference, National Council of Chief State School Officers, National Education Association, Educational Policies Commission, U.S. Office of Education.

The meeting was called by the National Council of Chief State School Officers, because its leaders felt that the state superintendents should have a part in defining war policy, since they will be expected to carry out a large share of it through local systems of schools and colleges.

Present at the conference were members of the American Council on Education, which had already been in touch with federal war officials and which body was preparing to serve as the main liaison between higher education and wartime Washington.

Members of the U.S. Office of Education came prepared to tell of the rôle they had been asked to serve in the war by the National Security Resources Board.

Representatives of the National Education Association, American Vocational Association, National Catholic Welfare Council and other bodies were present—in a spirit of willingness to consolidate their forces with others for the emergency, at least.

## THEY AGREE ON FIVE POINTS

The areas of agreement were staked out without difficulty:

**1. This is a war of ideas.** Educators can play a rôle second only in importance to our fighting soldiers. Teachers in all of the nation's classrooms are daily engaged in implanting ideas basic to democracy and in dis-

pelling false ideas of totalitarianism," said Pearl Wanamaker, president of the National Council of Chief State School Officers.

**2. The main business of education must not be interrupted or curtailed.** The group agreed that the principal job of schools and colleges during the international tension is to continue their full programs of education and instruction. "We can best prepare youth for peace, international tension or war through the day-to-day work of good schools," the group declared in a statement.

It is doubtful that it is necessary at this time for public school systems to make any major shifts in the curriculum for war purposes," added Rall L. Grigsby of the U.S. Office of Education.

Dr. Grigsby reviewed the unhappy experiences of the High School Victory Corps during 1942-44. This was to have been the all-inclusive device through which the high schools were to do their stint for war. Through the corps, special advocates sought to bend the high school curriculum toward wartime physical fitness courses with their obstacle races; they sought to introduce more physics, more shop work, more math, presumably because such preparation was useful in the army or navy. Pressure groups also pleaded for aircraft detection courses, preflight training, preinduction courses

and other business. But the Victory Corps was accepted by no more than 40% of the high schools, Dr. Grigsby said, and "did not make much difference in winning the war."

What are needed on the high school level are probably courses for the adjustment purposes, which would help pupils meet all kinds of problems fit war or peace. Dr. Grigsby concluded.

**3. The resources of education for a total national effort are tremendous.** Among resources of education that can be diverted to emergency purposes, the group agreed are: (1) one million teachers who are available for rationing, draft registration and administering other forms of control; (2) the nation's public secondary schools which during this last war trained 1,000,000 men and women for war industries; (3) the nation's 28,000,000 school children who made part in national conservation drives and in the collection of scrap for war industries; (4) the 1,000 college campuses which were utilized for training both military and civilian personnel needed by the armed forces and for carrying on advanced research. It was on the college campuses that the atom bomb was born, the educators said.

#### DETROIT HAS MASTER PLAN

In case of direct attack, every school plant can be quickly turned into an emergency station for the treating, flaying and hospitalization of civilian victims. School buses would become mobile transport for purposes of civilian defense.

The American Red Cross has received word that the Detroit public school system has a master plan for

disaster preparedness. This plan calls for the use of public school buildings as shelter and feeding stations. In each case, the principal is shelter chairman for his school and is responsible for activities of all other disaster subcommittees functioning at the school.

Those in Washington who are concerned with civil defense are interested in the Detroit plan as a possible pattern for other cities.

In many communities, the public school plant is the only facility available for emergency shelter and feeding, said one Red Cross official. It is natural, therefore, that the town will look to the school as the first refuge in case of bombing attacks.

**4. Education is better prepared today than in 1940.** Willard Givens, N.E.A. head, said: "Last time there was no National Council of Chief State School Officers to take the lead in mobilizing the schools. Neither did we have a young National School Boards Association through which to reach the thousands of school board members." Dr. N.E.A. was only half as strong in terms of membership.

Henry Alves, U.S. Office of Education, added that in 1940 the government lacked an orderly method for aiding school districts which suddenly found themselves flooded with thousands of war workers and federal employees. Today there is promise that such an orderly policy will be enacted within a few weeks, he said.

The vocational schools are ready to take on whatever extra load may be thrown on them by mobilization, said L. H. Dennis, executive secretary of the American Vocational Association. The vocational schools are in a better position today than they were during 1941. They have more and better equipment, better-trained teachers, more experience in the use of motion pictures and other aids for training.

Mr. Dennis said that if necessary the vocational schools will go on a 24-hour shift. They'll carry on classes in tents, garages or barracks to meet the needs of war industry.

#### VOCATIONAL SCHOOLS READY

Mr. Dennis added that the existing system of vocational schools needs only to be expanded and quickened to help industry turn out the war machines needed for victory.

What is the size of the training job that the vocational schools may be asked to undertake? Some say that it will not be as large as that of 1941.

In that year, 8,000,000 unemployed workers had lost the knack of working in industry. Even skilled artisans were rusty.

Today, however, all of our labor force is at work. Industrial workers have kept their skills at high levels. Some retraining may be necessary, industrialists say, but not as much as was necessary after the depression years.

On the other hand, others say that war machines have grown in size and complexity and new materials have appeared. For example, they claim that it will take twice as many skilled manpower hours to produce a warplane today as it did in 1940.

**5. Education must have a No. 2 priority for personnel, for construction materials, for supplies and for equipment,** the group further agreed. Howard Dawson, N.E.A. official who was contact man with federal agencies for education during World War II, declared: "Last time the federal agencies did not have the slightest notion of what the schools needed. For example, no one in government knew that there were more school buses on the road than any other kind and that the manufacturers needed steel to keep the school transportation from breaking down."

Dr. Dawson suggested that every war agency have a school and college division which would listen to the needs of all education if shortages and controls should develop.

#### BEFORE BIG DECISIONS ARE MADE

By working with the White House, the National Security Resources Board, and other war agencies now, before the big decisions are made, we will make sure that the interests of public education are protected and that we are spared unwise and unnecessary controls, said Edgar Fuller, executive secretary of the National Council of Chief State School Officers.

The group accepted the premise that the entire American economy will be jarred by the spending of additional billions for war goods during the coming months. This means that everything the schools use—from textbooks to pins in buildings—will be affected.

It is inevitable that school construction will be curbed in the months ahead. President Truman indicated why. Materials used in residential and other construction will be required in increasing amounts for national de-



fense purposes," he told the Housing and Home Finance Agency. He ordered this agency to curtail construction activities of all types. Mr. Truman has already suspended the loans for college housing that Congress approved last April.

The competition for steel, lumber and other building materials may make it necessary for the government to set up priorities so that essential needs are met first. The question immediately arises: Is school construction essential? Or, to put it another way, is school construction more nearly essential than is the construction of theaters or public buildings?

Equipment utilizing steel and other metals will be the next to feel the pinch. If the crisis worsens, shortages of paper may develop. Gymnasium, motion picture, classroom seating, steel lockers, typewriters and other equipment used in schools and colleges will be hit. Yet, if the schools' needs are taken into account, education must receive its rightful share of raw materials so that the classrooms can carry on their work.

The shortage of teachers may grow in intensity. Unless jobs are "frozen"—an unlikely step—teachers will be lured from classrooms by better paying jobs in war industries. Here, again, is where united educators must help the federal government to set down wise policies to prevent an exodus of teachers from the profession.

The draft, too, needs to be guided by policies which will assure that capable students are permitted to continue their education; that young teachers are not taken out of the classrooms; that young men trained in research remain at their posts in the laboratory.

#### NO. 2 PRIORITY NEEDED

"Our country is returning to a war economy before we have corrected the deficiencies occasioned by the last war," said Edward M. Tuttle, executive secretary of the National School Boards Association. That is why it is essential that schools have a No. 2 priority for everything—next only to the needs of the military forces.

There was unanimity on still another point. "There must be more efficient working relationships between educators and the federal government in the months ahead," the group declared. At this point up spoke Tom Pullen, state superintendent for Maryland, to complain of "the waste, frustration and inefficiency" that character-



W. Stuart Symington, chairman of National Security Resources Board

ized the relations between the federal government and educators "last time."

Sometimes we had to deal with as many as 14 agencies on one problem. Many times we could get action and decision only by going directly to the White House."

While the educators know that they cannot control the machinations of government, they agreed that on their part they should create a unified council through which the legitimate requests of war agencies can be channeled and through which, in turn, the educators can relay their views and wishes.

#### RIFT APPEARS

At this point the rift among the educational groups in Washington came to light. The American Council on Education indicated that it would have no objection to occasional conferences at which schoolmen could discuss their war problems. But the American Council spokesman said that he would object to the creation of a centralized organization which could block the actions of the council or which would want to clear the council's contacts with federal agencies. Francis Brown revealed that the American Council on Education has already made several moves to alert the nation's colleges and universities regarding effects of the Korean war.

First, the council has set up closer working relationships with the National Security Resources Board, Selective Service system, Research and Development Board and other war agencies. The council's purpose is, first, to get from these agencies all possible advance information on how the colleges and universities would be affected by the oncoming mobilization and

second, to decide, with the help of these agencies, how the resources of the campuses could help the nation's war machinery.

The council suggested that the colleges appraise "the relative essentiality" of each staff member in continuing the work of the institution and survey its physical facilities to decide which services can be made available to the government if events prove it necessary.

#### THREE PROPOSALS ACCEPTED

The urgency for unity, however, prevailed. At the end of intense discussion the war conference accepted these proposals:

1. That a large policy-making body that will include all levels and interests of education is to become the central agency for education during the war. This large body is to include representatives from more than a score of national organizations.

2. That an interim committee of five members should be created immediately to keep in close touch with the war-planning agencies of the government. The five members are to be named by the N.E.A., the American Vocational Association, the Council of Chief State School Officers, the National Commission for Teacher Education, and the American Council on Education (the last named later withdrew). This is to be the action group. It is to keep all educational organizations in the country informed of what the government plans to do and, in turn, it is to tell the government about what education needs and would like to see happen.

3. That the U.S. Office of Education should be utilized to the full extent in the relations between the federal government and educators."

This move can mean very little or it can mean a great deal. Many a Washington educator is openly dubious about its practicality. During World War I, during the Depression, during World War II, and now again, educators have made efforts to consolidate their forces. All these have failed, said William Carr, N.E.A. official, "because there was no provision for money or for staff to carry out the wishes and policies of the united groups."

Other observers believe that this latest effort at unification can and should succeed because the price of waste and duplication during the last war was heavy. "If educators cannot learn from experience, who can?"

## Wanted: A sound program of education

for the 60 per cent

HARRY S. BELMAN

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FIVE years have passed since the original statement of the Prosser Resolution was accepted in June 1945. During this time two developments have occurred that have had a definite effect upon the shaping of plans and programs for the life adjustment training of the so-called "60 per cent."

One of these developments was the rewording of the original resolution. This rewording, in the form of an interpretation statement, broadens the scope of the problem to include an extent as no longer almost entirely the original intent of the resolution. This is manifested, in fact, by the elimination of the reference to any specific percentage, such as was first mentioned when the resolution was adopted. This change may be desirable since the percentage of those who do not receive adequate training to work varies widely from community to community. However, the figure 60 per cent serves as a rather specific reminder which helps in the understanding of the importance of the problem. Without such a reminder there is a tendency left us to think that the schools are serving all but a few in a competent manner.

### CONTRADICTORY THOUGHT

The second development of importance is the seemingly contradictory trend of thought of the Commission on Life Adjustment Education for Youth which is expressed by the chairman as follows: "The commission approaches the problem of universal secondary education by considering three groups of youth: (1) those who plan to enter college; (2) those who plan to enter programs of occupational training, including farming; and (3) those who do not have such definite vocational objectives. The commission feels that for those in the third group the need for improved education says

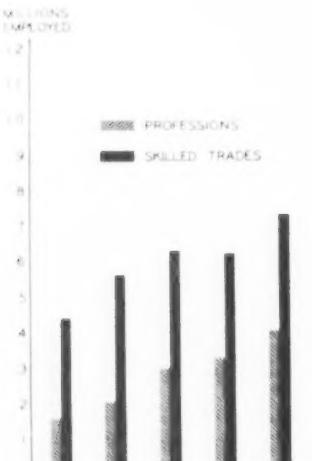


Figure 1. Number employed in the professions and skilled trades.

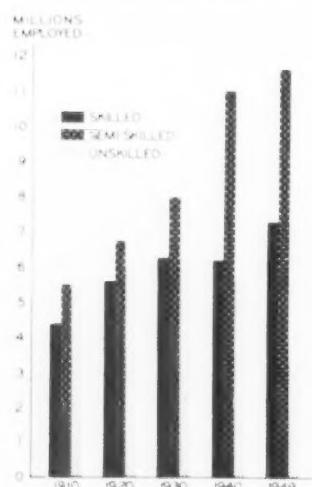


Figure 2. Number of persons employed in the skilled, semi-skilled and unskilled occupations.

that the need is greatest and that improved educational programs for them will probably meet the needs of other youth as well. The commission accepts as its major responsibility the stimulation of action programs for the education of youth who do not have specific vocational aims." (Italics ours.)

The net effect of these and other developments has been the elimination of specific objectives in favor of a general, emasculated statement covering all problems of life preparation for all high school youths. There is demonstrated, therefore, a failure on the part of many educators to understand the necessity for concentrating on a problem that has been pressing for solution for a long time, and there is an indication, as a result, that this large group of youths will continue to receive no more specific attention than it has had in the past.

The Prosser Resolution pinpointed a problem. The rewording of the statement, the addition of the commission's policy statement, and the activities following it have tended to place the emphasis upon a general all-inclusive high school program rather than upon one that would help to solve a definite need of a large proportion of the school population. Despite the statement of the chairman, previously quoted, it hardly seems likely that what is good for the college preparatory student is good for all the rest of the students of high school age.

### OCCUPATIONAL TRENDS

To put into effect a sound program of education for the 60 per cent, it is necessary that a preliminary step involving study of occupational trends should be made. It is imperative to

Wiley, R. C., foreword to Hall, J. D., *Primer of Life Adjustment Education for Youth*, Chicago: American Technical Society, 1949.

determine where the occupational opportunities lie for most high school youths and adults and how training may be provided them.

An examination of the census data for the period from 1910 through April 1949 reveals some significant developments. These are shown in the diagrammatic figures. Figure 1 shows that the total number of persons employed in the professions and the skilled trades has increased steadily. Therefore, there is a need for continued emphasis upon education for those who plan to enter the professions or the skilled occupations.

However, Figures 2 and 3 reveal some startling trends which must be taken into consideration by educators. Figure 2 indicates that along with the increase in the total number employed in the unskilled, skilled and semi-skilled occupations, the last group has been increasing steadily while the first (unskilled) has been declining.

Figure 3, which furnishes the same information calculated on a percentage basis shows that *there is a definite need for research and study of the problem of where to place the emphasis in training the majority of high school youths and of how that training shall be accomplished.* On the basis of total numbers employed, as well as a percentage basis, the conclusion must be that many more people will be employed in and need training for the semi-skilled occupations. Let us see what the Bureau of the Census has to say about the developments in the future.

#### MORE SEMI-SKILLED WORKERS

Recent trends indicate that the proportion of the workers in the semi-skilled group will continue to increase. The statistics suggest that with the probable further mechanization of industry a larger and larger proportion of the manual workers will become machine operators—that the semi-skilled group will draw somewhat from the skilled group above and largely from the unskilled group below. The manual workers of the future probably will be concentrated more and more in a great middle class of semi-skilled workers. Indeed, the semi-skilled group probably will rapidly become the largest group in the nation's labor force.<sup>2</sup>

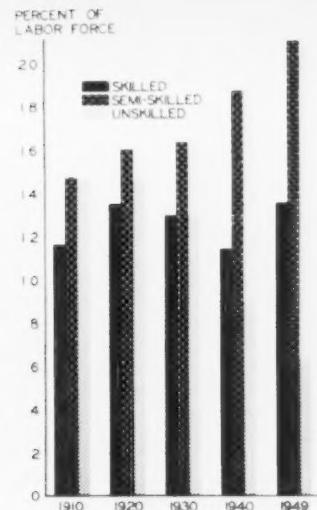


Figure 3. Percentage of the total civilian labor force employed in the skilled trades, semi-skilled trades, and unskilled occupations.

What kinds of work opportunities are included in this largest group of occupations in the labor market? The *Dictionary of Occupational Titles* defines the semi-skilled occupations in the following terms:

The group includes manual occupations that are characterized by one, or a combination of parts, of the following requirements: The exercise of manipulative ability of a high order, but limited to a fairly well defined work routine; major reliance not so much upon the worker's judgment or dexterity but upon vigilance and alertness, in situations in which lapses in performance would cause extensive damage to product or equipment; and the exercise of independent judgment to meet variables in the work situation, which is not based on wide knowledge of a work field and with the nature and extent of the judgments limited either (a) by application over a relatively narrow task situation or (b) by having important decisions made by others. These occupations may require the performance of part of a craft or skilled occupation, but usually to a relatively limited extent.

Jobs in the semi-skilled categories are found in every industry and in every occupational grouping that is listed.

<sup>2</sup> Sixteenth census, 1940. Comparative Occupation Statistics for the United States, 18-0-1940.

in the census reports and in the *Dictionary of Occupational Titles.* Since the number of these jobs runs into the thousands, it is practical to list only a small, random sampling here in order to point out the range of guidance and training programs required to provide adequately for the needs of the 60 per cent. Such occupations as practical nurse, egg grader, turret-lathe operator, ingredient scaler, automobile upholsterer, homogenizer operator, truck driver, well-puller (petroleum production), concrete mixer operator (construction), roofer, house insulator, highway maintenance man, park caretaker, corset fitter, carpet sewer, and furniture repairman represent only a very minute and fairly familiar portion of the total number and variety of jobs for which little or no adequate information and preparation are provided in present-day public school programs.

Reviewing Figure 3 again we can detect other significant aspects of the trends in percentages of the total labor force employed in the three skill groups. It may be well to note first that because of changes in the methods of tabulating occupational data from one census to another, it is difficult to show exact, numerical trends for specific semi-skilled occupations. However, the over-all picture is clear, and a glance at the incomplete list previously given is enough to reveal that every community has many people gainfully employed in many different pay-roll jobs of skill level. At the present time, more than one-fifth of the labor force is employed in semi-skilled occupations—more than any other single occupational grouping. The importance of this occupational group becomes even greater when we consider that it may provide more beginning job opportunities than the skilled, the professional, or the technical groups provide.

#### WHAT KIND OF TRAINING?

Let us consider the original Prosser Resolution again. In it we find a statement to the effect that a program must be prepared for the "60 per cent" which is similar in nature to that now in effect for training students for entrance into the professions and the skilled trades.

It is doubtful if the schools can provide training for the semi-skilled occupations that is to any great extent similar to that which is given to those who plan to enter college or the skilled

occupations. One reason is that we have had considerable experience in these areas over the years while we know very little as yet about the requirements for employment in the semi-skilled occupations, the kind and amount of training needed, and the types of equipment and facilities that will best do the job.

In addition, the range of semi-skilled occupations is so great that it is impossible for any school system to offer adequate training opportunities within its own physical plant for those who desire employment in them. However, it is imperative that a start be made in this direction or we shall continue to drift and in see young people leave school without adequate preparation for any occupational career. This is the danger we face in attempting to spread the intent of the Prosser Resolution to include life adjustment education for all high school youths.

By definition, the semi-skilled occupations do not require so great a degree of skill, judgment or technical knowledge as do the skilled occupations. This, in itself, gives a clue to the kind of approach that may be made in establishing education and training for the 60 per cent. The educational program for this group may include four elements:

1. It need not be lengthy.

2. It does not require extensive instruction in technical subjects.

3. It may involve a considerable amount of practical instruction in a work situation and thus relieve the school of the necessity of obtaining a great deal of equipment.

4. Since opportunities for employment are more immediate, it does re-

quite a close and friendly relationship between the school and the business and industrial establishments in a community.

#### PARTIAL ANSWER

What must be done then to make the basic thought in the Prosser Resolution effective? The following suggestions are offered as a partial answer to the question:

1. The schools should organize and use more advisory committees for the semi-skilled occupations.

2. The schools should employ more people who are trained to do coordination work and who are imbued with the philosophy that they must work closely with all elements in the community.

3. Programs of real work experience cooperatively operated should be established and expanded. These may be of the diversified occupations type in which equal emphasis is placed upon school attendance and work activity. They may be of the on-the-job training type in which the student may spend more time in an earning situation than in a school program. It may be necessary in this connection to reestablish the part-time school idea which provided for work experience supplemented by related instruction. In either case the schools must have a definite part in planning and supervising the program in all of its aspects, on the job and in school. Similarly business and industrial employers must be given the opportunity to make recommendations and to observe school activities.

4. The schools must adopt the philosophy that the programs of training the 60 per cent should be as

wide in scope as the number of semi-skilled occupations in a community and the range of youths who are in need of the training. This 60 per cent may, therefore, include many more people than those who comprise the high school group. Specifically, it is important that the schools do not close their doors to those who have been graduated with no opportunity for



definite occupational training or to those who have dropped out without being graduated because they were more interested in employment. Both of these groups of young people are as much in need of assistance as is the currently and regularly enrolled high school population.

While all of the talking and conferring has been going on, those who fall within the 60 per cent classification have been doing some thinking and acting. One solution has been for them to drop out of the school that has little training or education of apparent value to them and to seek work experience of some sort. The unfortunate effect of this solution is that the work experience usually available is unplanned, unsupervised and often not in line with their interests and abilities. Hence, though many of them eventually find their niches in the semi-skilled occupations after much lost time, many others end up in reformatories or in occupations of little social value. In addition, their understanding of the true value of high school education is certainly hazy, and in many cases their attitudes are definitely conditioned against it.

The combination of practices proposed, such as the establishment of advisory committees, the development of comprehensive and competent coordination procedures, the adoption of supervised actual work experience, and the carrying on of a continuing study of occupational trends and of the needs of this group, will go far toward providing a more economical and satisfactory solution of the problems of the 60 per cent.

#### WRITE FOR YOUR VOLUME INDEX

If you bind your volumes of *The NATION'S SCHOOLS* you will want the index to volume 45, covering issues from January through June 1950. You may obtain your free copy by writing to *The NATION'S SCHOOLS* at 919 North Michigan Avenue, Chicago 11, Illinois.



## Hang up that DIPLOMA!

IVAH GREEN

Supervisor of Rural Schools  
Iowa Department of Public Instruction

**T**HOUSANDS of cap-and-gown graduates queued up to receive degrees this summer from colleges and universities all over the country. They had attended colleges of law, medicine, dentistry, engineering and education, with the donning of their commencement garb they doffed for the nonce their individuality. Under tasseled caps their minds churned with ambition and anticipation. Flowing gowns covered hearts beating with determination and pride. Each sheepskin scroll or square was received with gratitude as a token of one of life's more important milestones.

With the doffing of caps and gowns, the individuals emerged. Tall or squat, husky or spare, cheerful or doleful—their looks alone offer no clue to their profession. There is nothing visible that sets apart the builder, the surgeon, the dentist, the attorney, or the teacher.

Ah, but watch! See what happens to those diplomas.

### IN THE DOCTOR'S OFFICE

Follow that young M.D. for instance. A glistening new frame is ready and waiting for his diploma. It will look well on the wall of his office next to the certificate of his bachelor's degree. He knows that his patients will stop and look at his two certificates and that they will think to themselves, "How glad I am that my doctor is a graduate of ——— Medical School."

That nonchalant young fellow with the scroll under his arm is only posing. Already he is envisioning his first law case won. Tomorrow he'll get a neat black frame and hang his diploma next to his dad's. Old-timers who come to their law office will look at it and probably remark, "Hope he'll be as good a lawyer as his father and

grandfather. Should be—they've all been trained at our state university law school."

That engineer quietly tucking his diploma in his shabby briefcase is also making plans. He'll prop up his sheepskin by his bed tonight, where he can see it the first thing in the morning. And when he takes over that new job next month the framed degree will be transferred to the wall near his desk. His four years of college have been difficult, but the sight of that diploma is worth all the hard work it took to get it. Men who come to him for assistance are going to notice where he got his training. That's important.

And so it goes. Another frame filled, another nail hammered, and another diploma, certificate or license proudly displayed to public view, proclaiming to all the legal importance and the professional pride attached to it. It is the public's guarantee of good service, the hallmark of a profession. Such certificates, licenses and diplomas are legion, and they mean much, both to their owners and to the public that views them.

### CLASSROOM IS DIPLOMALESS

But what about the teachers in that graduation throng who, also, carried away hard-earned sheepskins. Will you find on their office or classroom walls this proof of their legal and professional right to be engaged in what has been termed the noblest calling of all? Are there two or three certificates of degrees on display—evidence of the owner's four or five or even six years of professional training? No, probably not one teacher in 10,000 ever hung his certificate on the wall of his schoolroom. It just hasn't been done.

Where are the degrees and the teaching certificates that have been awarded to teachers? Who knows? It's probably safe to say that on commencement day they were put away in the desk drawer or in a box on the closet shelf or taken up to the attic.

Why aren't a teacher's diplomas and licenses framed and hung on a classroom or office wall? Isn't the quality of the sheepskin as good as that in the diploma which is awarded to a doctor? Was the faculty that made the diploma possible of lesser stature than the other members of the college staff? Wasn't it just as hard to do student teaching as some other kind of internship?

### DOES NO ONE CARE?

Does no one care who educates children and youth? After all, those good doctors, dentists, engineers and lawyers had teachers. Is no one even casually interested in or curious about where teachers receive training, how much, and from whom?

Is everyone in effect saying, "When it comes to legal matters I get the best counsel in the state. When my children are sick I don't waste any time on home remedies as my parents used to do. I take them to a good doctor. And I don't fool around with home permanents. I go to a good licensed beauty operator."

Jim's teacher? Well, I don't believe I know where he finished college. Come to think of it, I don't even know whether he went to college at all, but I suppose he did. Oh, I guess it doesn't make too much difference. Anyone who likes children ought to be able to teach. The books are so easy these days. My children always get along all right."

But do they get along all right? And why don't people want to see the kind of teaching certificates and diplomas received by teachers in their communities? We all know that it is essential to our growth as a profession that we build a professional concept of teaching among lay persons. Therefore, it seems reasonable to believe that we should display the professional standards we have achieved.

It is generally agreed that the raising of standards must come from within the teaching profession. So if a teacher had to display an emergency permit to teach, a substitute certificate valid for only 90 days of teaching, or a third grade certificate when his colleagues were posing certificates of higher degrees and life certificates, such a display might serve as a real incentive for the teacher to get busy on some advanced study.

Is it good professional business to display a doctor's diploma but merely

showing off to exhibit a teacher's diploma? If such diplomas mean something professionally, why do not all professions parade them? If we mean what we say about being professionals, let's follow up our diplomas and certificates to teach—beginning now.

Who dares to be among the first to do it? Who is so courageous that he is willing to face the criticism of his colleagues or the frank stares or questioning glances of the first persons who behold his diploma? Let's all start looking for our diplomas. Go up to the attic and untie that roll of school souvenirs. Dust off the old class annual and page through it. Look in that bottom drawer where you keep the baptism and marriage certificates.

Look at your diplomas. Be proud of what they represent. Then—dust em off! Iron 'em out! Put 'em in a frame! Pound some nails—and hang 'em up!

with public schools and that I am greatly interested in helping make them more effective and more efficient institutions.

I would not for a minute suggest that private schools should be put out of business by law or any other way, for I believe that they have a very important contribution to make to the welfare of our nation and of the world. In fact, many of them have certain advantages that make them, in some ways at least, superior to our public schools.

#### HAVE CERTAIN WEAKNESSES

Private schools frequently have smaller classes, and therefore the teachers can give their students more individual attention. They choose their students, selecting them according to whatever moral, social, financial or intellectual standards they wish to establish. They can choose their teachers without fear or favor. They can give religious instruction if they desire to do so.

On the other hand, private schools have certain weaknesses, and sometimes they become a real threat to our democracy. They often develop social snobs, since their students are usually drawn largely from the upper economic levels. They sometimes develop religious fanatics. St. Paul boasted of the fact that he received his education at the feet of Gamaliel, and until he was converted to Christianity he was certainly a fanatic.

But these are minor matters compared to another factor that makes private schools definitely a potential menace to our democracy. Parents who send their children to private schools frequently lose their interest in the public schools and join those who protest most loudly against the taxes needed for adequate support of our public schools.

While private schools have their place in our American life and while many of them are providing exceedingly valuable service, I cannot help hoping that those parents who are financially able to send their children to private schools will not forget their responsibility for supporting adequately the public schools of their community. In this connection I like to recall the significant statement John Dewey of Columbia University once made: "If the public schools of my community are not good enough for my children, they are not good enough for my neighbor's children."

## ARE PRIVATE SCHOOLS A MENACE to our democracy?

T. D. MARTIN

Director of Membership  
National Education Association  
Washington, D.C.

ONE Sunday morning when I was addressing the mothers' class at our church, one of the mothers caught me off guard with this question: What do you think of private schools? Without a moment's hesitation I replied: I am heartily in favor of them; in fact I am quite enthusiastic about them for problem children!

When many of the members of the class gasped audibly, I realized that I had committed a terrible faux pas since several of them were sending their children to private schools and others wished sincerely that they could afford to do so. However, I stood my ground with this comment: Of course, I would not have dared say that if I

had not attended private schools virtually all of my life.

That incident focused my attention anew on the problem of the relationship of private schools to our democracy, and the next time I was invited to speak to the men's class of our church I took as my topic, Are Private Schools a Menace to our Democracy?

I confessed that I had attended public schools for only 12 weeks of my life—two six week summer sessions at a state university—and that the rest of my formal education had been received in private schools. However, I explained also that I have done most of my professional work in connection



# GROUP PLANNING

***gets results at Center Line***

TANGIBLE results of group planning are apparent in action programs now under way in Center Line, Mich. Among these are the year-round school program, the improvement of employment practices, the solving of curriculum problems, and community support of a building program.

#### SCHOOL YEAR EXTENDED

Early in the spring of 1947, under the leadership of the late Harry W. Miller, then superintendent of schools, Center Line teachers got together with the board of education to study what could be done to increase teachers' salaries and at the same time to improve the schools' services. The coming together to discuss these problems marked the beginning of a three-year experimental program of employing teachers on a year-round basis. This plan recently was adopted as a permanent policy.

Under this program the school year begins July 1, and teachers agree, because of satisfactory salary adjustments, to give one additional month of service to the community. A planning and assignment committee, representing the administrative and teaching staffs, the board of education, and parents, appraises the needs of the community and the interest of staff

ABOVE: Program planning and assignment committee at work. The committee consists of one board member, two parents, one administrative official, and five teachers from various levels.

**RUSSELL L. ISBISTER**

Superintendent, Center Line, Mich.

members and then assigns teachers to various activities for this extra month.

Recognized and approved activities for teachers during this period of service include the following: local community survey, playground supervision, school camp, work and play school (emphasis on arts and crafts, sewing, nature study, music, group games, social skills, and special guidance services), local curriculum workshop, summer school study, travel, kindergarten survey, inventory of instructional materials and supplies, library, band and the audio-visual aids program.

A recent survey indicates what people think about these extended services. The statements on the following page are typical of teacher opinions.

1. Gives status to a profession because we work a 12 month period rather than obtaining outside employment for two months as under old system—develops a professional status since no other profession takes two months a year off. Other types of employment for teachers do not ensure professional growth.

2. Gives a planned summer—students benefit indirectly by teachers taking extra work and travel.

3. Gives a better planned program. Has made the community see the school in a new light, establishes better teacher-parent relationship.

The following statements show the community's reaction to the work and play school:

1. I think that your summer program is very good. It keeps the boys and girls of Center Line busy doing educational work.

2. It has been successful. It provides valuable experiences free from the pressures of regular school.

3. Definitely this is a teaching service to the community. Regular three R's need achievement charts and rewards, of course, but it must be fun to teach for the sake of teaching, even as learning for the sake of learning can be fun. Thanks for offering the summer school program sufficiently close so my children may participate.

#### EMPLOYMENT PRACTICES IMPROVED

Cooperative efforts between the board of education and the staff led to improved teacher welfare. Action taken by the board of education in 1948 enabled the Center Line electors to adopt teacher tenure. Michigan has a permissive tenure law that becomes operative under a local referendum.

This initial forward step, and expression of faith by the board and the community gave the teachers added status and security. It encouraged them to work for a continued program of professional improvement. Under tenure, teacher turnover was relatively nonexistent, so that long-term school planning became meaningful and realistic for teachers. Such employment practices as sick leave, leave of absence, salary schedules, in-service teacher education programs, and released time for staff meetings were developed. The teachers gave real support to these practices because they participated in making the policies.

Our experience in curriculum development shows the value of teachers

students and parents working together. In July 1949, during the extra month's service, a group of five high school teachers and the principal organized as a workshop to consider what could be done to improve the ninth grade program. Much concern had been expressed about the drop out of students in the high school, the lack of student interest in the subject matter offerings of the ninth grade, and the number of failures.

This group explored difficulties that students experienced in the ninth grade. It invited a cross section of the ninth grade pupils and parents to participate in a discussion of the problem. At first, pupils and parents were reluctant to express themselves but when the imaginary teacher-pupil-parent barriers were removed, ideas, criticisms and attitudes were expressed.

#### BUILDING PROGRAM SUPPORTED

Several changes in the program grew out of these discussions. It was decided to use the block schedule and to reduce the number of daily teacher-pupil contacts by scheduling the students in double periods under one teacher. The group thought this plan enabled the teachers to become better acquainted with students and thereby to offer more effective guidance and counseling services. The group also made changes in subject matter with the two-hour block.

Group planning in the development of a building program has been effective. Construction of new school plant facilities had not kept pace with the growth in population. Center Line is in the heart of a rapidly developing industrial community on the north side of Detroit. The low assessed valuation, the state's tax limitation, and the unwillingness of taxpayers to face a long-term indebtedness led to a feeling of lethargy on the part of the public. But when the board of education took the initiative and involved teachers and community groups in a study of the situation possible solutions were suggested.

Here again, the planning procedures took on a definite pattern. Study groups were formed. The architect and engineer, participating actively in group planning, made every effort to become completely sensitized to the demands and needs of the community educational program. From the tentative sketches to the final blueprints, changes were made continually in terms of the thinking of the study groups.

Group decisions were arrived at on matters pertaining to location of sites, size and general pattern of buildings, ability of the community to pay, and overall purposes of the educational program. The study groups examined together the present population growth trends as revealed by surveys. Members of the board of education met with the city council, the city plan commission, and organized community groups.

Specific details in the planning of the classroom revolved around the teachers and the architect. Kindergarten teachers, primary teachers, and intermediate teachers met in small groups with the architect, the principal, and me. Teachers' opinions and ideas were sought and used in the design of the classroom. Every effort was made, in keeping with good health and safety practices, to make the classroom function in terms of the purposes of our education program.

After nearly a year of study and cooperative effort by teachers and community groups, a building program was approved by the board of education. Since many people shared in making decisions that affected the building program, it received real support. An overall strategy committee planned a special school election to gain permission to bond the district for \$650,000 and levy a tax of \$9 per thousand assessed valuation to retire the bonds. The program was approved overwhelmingly by a majority vote of 1 to 1. Two new elementary neighborhood schools will be completed and opened in September.

#### RULES FOR GROUP PLANNING

Out of our experience we have evolved a philosophy of cooperation and some rules for effective group planning. Improvement of the community school should be the concern of everybody in the community. While it ought to be the immediate concern of the administrative staff, the teaching and non-teaching staffs, the board of education, the parents, and the students, there are other persons and groups in the community that have a stake in the school, and their opinions and attitudes should be considered.

A cooperative approach to school planning implies that all of these groups are involved either directly or indirectly before final decisions are made that affect the long range development of the community school. This process necessitates a shift from a prac-

tice of always looking to a higher authority, the state, the federal agency, the outside consultant expert, the executive, for the correct solution to a school problem. It suggests that everybody concerned with the problem has ideas and has a right to share these ideas with others. It would not rule out the help of the consultant. On the contrary, more and more consultant services would be used but only after

2. Sufficient time is set aside for individuals and groups to plan and work together. Group decisions develop slowly.

3. Groups for study purposes are kept small. When groups become too large, they should divide into smaller groups with six to 12 persons in each group.

4. Continuing programs of in-service teacher education with appropriate

8. Status leaders (administrators and coordinators) examine critically their relationships to the people with whom they are working in terms of (a) how far their behavior tends to keep the work atmosphere free from fear and suspicion, (b) how far they encourage free expression of feelings, attitudes and opinions, and (c) how far they identify themselves as active members of working groups.



Board of education and executive committee of Teachers Club in joint session discuss future of extended school year and teacher welfare.

problems had been identified by the study groups and there was a felt need for help.

Cooperation is an attitude. It stems from feelings. Improved interpersonal relationships become an important by-product of cooperative effort. People who can share their thinking with others feel better about the individuals with whom they share. They may not always agree or see eye to eye with others, but at the same time mutual respect does develop. Group planning becomes a unifying influence.

#### WHEN WILL IT WORK?

What, then, are some of the identifiable conditions that tend to make cooperative planning effective? The process will work if:

1. People have faith in one another, and patience and understanding become their guideposts. Barriers that tend to divide people are identified and surmounted. Informal social gatherings are promoted.

tions in the school budget to cover the costs are maintained.

5. Constant emphasis is placed on face-to-face communication rather than on the more expeditious but less effective written communiqué kind of reporting. Interaction within and between groups in a permissive atmosphere is encouraged.

6. Human relations are emphasized, and there is an opportunity for the study groups to come together on a social level in a relaxed informal setting.

7. Evaluation is given an important place in the process. Individuals and groups involved are continually examining what they are doing in terms of what they consider to be desirable outcomes or goals. They look for values that accrue to themselves, to the community, and, above all, to the children.

The immediate benefits from group planning in the community school are apparent and discernible. But these are overshadowed by long-term values that accrue when action programs are under way.

What happens is that when administration officials and teaching staff plan effectively, these skills are transmitted to the classrooms. When teachers and students become skillful in planning the learning experiences in the classroom, the procedures are carried to the student organizations. When teachers and parents plan together, the skills are put to work in the homes and the neighborhoods.

Cooperative community planning, such as this, is basic and fundamental to the American way of life. Group planning procedures are an indispensable part of the educative process.

# LATIN HAS A PLACE

*in the curriculum of the modern high school*

LOUIS M. KLEIN

Superintendent of Schools  
Harrison, N.Y.

JAMES C. ELDREDGE

Teacher of Latin, Harrison High School  
Harrison, N.Y.

In HIS article, "Teaching Latin in High School Defeats Purposes of Modern Curriculum," Edward Diamond\* says: Among the various reasons given for the commonance of Latin in the modern school program, the commonest are functional animosity, prestige and absolutism in an empirical world. Also there is the much debased transfer of training theory.

Refutation of the foregoing principles in relation to the teaching of Latin forms the basis of Mr. Diamond's argument. Since I (J.C.E.), like many Latin teachers today, do not believe in and consequently do not advance such reasons for the study of Latin, debate on these points would be futile.

It is true that certain of his quoted reasons were once used as arguments for the teaching of Latin, as they were for other subjects of the traditional classical education subjects which are still in the curriculum along with Latin and which Mr. Diamond does not attack.

#### TRUE 25 YEARS AGO

Mr. Diamond's article reads as if it had been written 25 years ago. He does not include in his consideration of the question an up-to-date school system that offers to its students a choice under thoughtful guidance of all the best educational programs have to offer. Such a school meets the needs of all its students, from the one who will attend a college of liberal arts and sciences where he will follow a program of study based upon the great books of our civilization, where he will observe, record, reason and express conclusions in an effective way (activities that Mr. Diamond seems at one point to be rejecting along with Latin); to the boy or girl who plans for trade or technical school

\*The Nation's Schools, April, 1936.

next year. In so doing, the up-to-date school accomplishes all the worthwhile aims which Mr. Diamond insists that the schools should achieve.

The best reply to such an attack is a positive one: Latin has a place in the modern curriculum. This is why we believe so.

Latin should be an elective for those students who feel that they can profit from it and gain satisfaction from it.

Latin is an excellent tool for teaching insight into language development and construction. We recommend its study to anyone who will at any time use language for the expression of ideas beyond the range of ordinary conversation and correspondence. You may say, "Teach the English language by teaching English." We agree. The Latin teacher has no desire to arrogate the function of his colleague the English teacher.

However, English is learned primarily by imitation without conscious thought of construction. In Latin study the emphasis is placed on understanding the reason for the usage. The student is trained to see how the language is put together grammatically and how it can be used in an effective manner for the definition of ideas. Classical Latin is a formal language relatively free of slang. It must be read and written with a conscientious attention to the choice of the proper word and rule of construction. This study virtues with it a concomitant understanding of English usage.

Furthermore, reading from Latin into English gives practice in the expression of ideas in good English. Latin is not shorthand. The reader does not transfer words from one medium of expression to the other. He transfers ideas. The student obtains from Latin auditory delight that he must express in English words of his own choosing. This practice can prove valuable to an advanced student.

Latin word study brings increased understanding and appreciation of the meaning of English words. Again you may say, Why not use an English dictionary? Our answer is that, for those who desire it, Latin can bring an added depth to the comprehension of the meaning of English words.

#### MORE VIRTUES OF LATIN

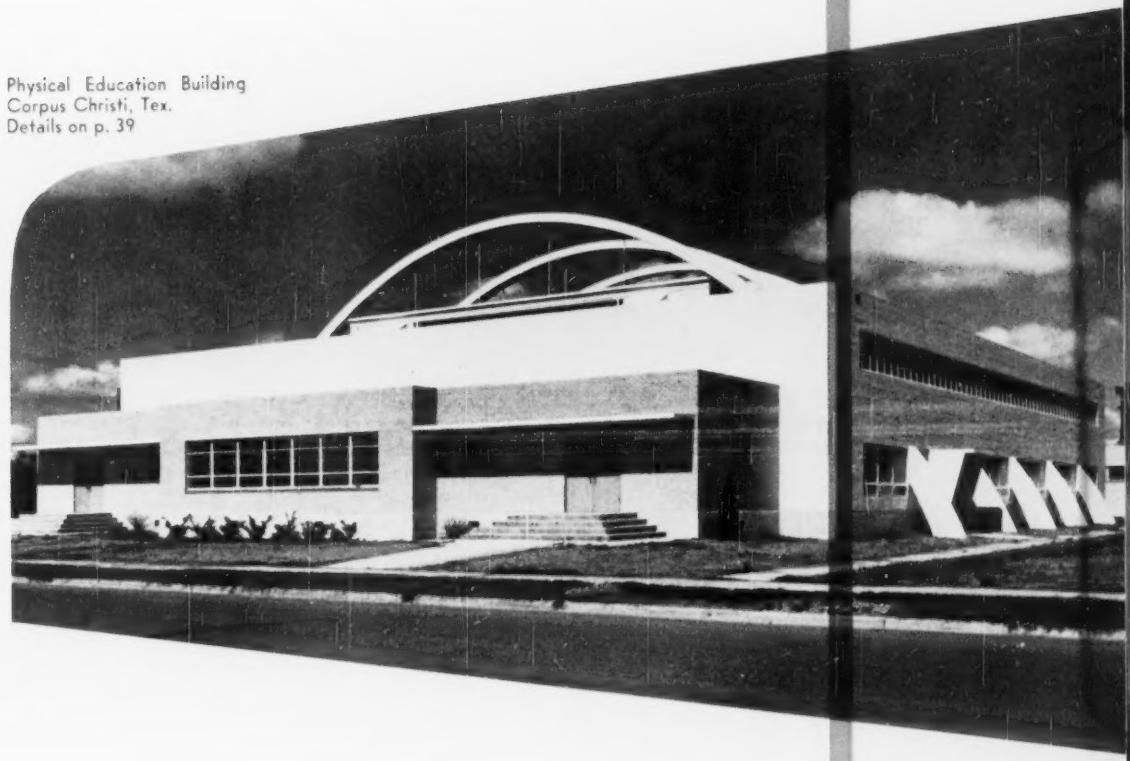
Latin gives an opportunity for a more meaningful study of a civilization in which our culture has deep roots. We do not believe that knowing how the Romans solved their problems 2000 years ago will furnish Latin students with ready-made solutions for the difficulties they will meet today, but we believe that an understanding of the history of our Western civilization and of the people who made great contributions to it is an essential item in the education of anyone who is expected to play a constructive rôle in maintaining that civilization.

In addition, modern literature and historical writing give much evidence of their derivation from the mythology, religion, political institutions, and social customs of Rome. Any attempt that is made to give the student an awareness of this relationship and an appreciation of its significance is worthwhile. In these objectives of our educational program, Latin can play its part.

Finally, we believe that Latin should be available to those who will enjoy studying it. There is the ability to read Latin to be acquired; a cultural background to be developed and enhanced; a stimulating challenge to be met. From all of these, certain students can derive benefits that continue to be of value when formal training is over. Those who can find inspiration in these activities and enjoyment in participating in them should not be denied the opportunity.

# SCHOOLHOUSE PLANNING

Physical Education Building  
Corpus Christi, Tex.  
Details on p. 39



**NINE GYMNASIUMS**





GYMNASIUM SECTION, HINSDALE TOWNSHIP HIGH SCHOOL, HINSDALE, ILL.

## BLEACHERS, *chiefly folding, provide seats*

**for 4100 at new township high school gymnasium**

THE gymnasium section of the new Hinsdale Township High School, now completed and ready to be occupied in September, represents a forward step we believe in the provision of space adequate for a complete program of health and physical education designed to adequately fit interscholastic athletics.

A newly enacted law in Illinois requires 200 minutes of instruction in physical education for every pupil each week so there is a continuous demand for space. The fan crowd at interscholastic games are large.

The over-all area of the gymnasium is 148 by 133 feet. The main floor is

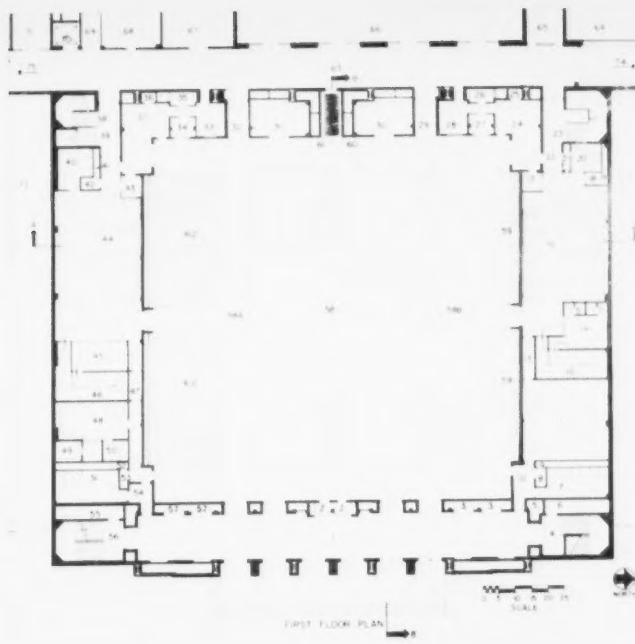
C. E. SPEARMAN  
Superintendent of Schools  
Hinsdale, Ill.

110 feet square and is divided into separate gymnasiums measuring 55 by 110 feet, one for boys and one for girls. Folding bleachers at the floor and balcony levels will be recessed when the gymnasiums are being used by physical education classes. This means that the floor area will be completely clear of obstruction. There is a balcony shelf of available space 25 feet wide and 110 feet long on each side of the main playing area.

The additional space provided by

telescoping seats at the balcony level will be used for wrestling, tumbling, boxing, ping pong, badminton and numerous other activities included in the physical education program. This space also will be available for activity programs during lunch periods. The cafeteria is immediately adjacent to the gymnasium and is separated from it by a corridor.

For occasional athletic contests, usually not more than 10 a year, for which a large seating capacity is required, the two gymnasiums can be converted into one. The folding partition can be recessed into a pocket provided to hold it. The recessed bleachers



#### KEY TO FIRST FLOOR PLAN, HINSDALE GYMNASIUM

- 1. Foyer
- 2. Ticket booths
- 3. Exhibition cases
- 4. Stairs to ground floor
- 5. Duct space
- 6. Storage closet
- 7. Women's toilet
- 8. Janitor's closet
- 9. Pipe space
- 10. Vestibule
- 11. Corrective exercise room
- 12. Girls' lane shower room
- 13. Passage
- 14. Girls' drying space
- 15. Individual showers and dressing room
- 16. Girls' locker room
- 17. Towel issue room
- 18. Janitor's closet
- 19. Pipe space
- 20. Girls' toilet
- 21. Store closet
- 22. Vestibule
- 23. Stairs to gallery
- 24. Physical director's office
- 25. Closet
- 26. Toilet and shower
- 27. Equipment issue room
- 28. Reception room
- 29. Passage
- 30. Equipment storage
- 31. Equipment storage
- 32. Passage
- 33. Reception room
- 34. Equipment issue room
- 35. Toilet and shower
- 36. Closet
- 37. Physical director's room
- 38. Stairs to ground floor
- 39. Stairs to gallery
- 40. Boys' toilet
- 41. Pipe space
- 42. Janitor's closet
- 43. Towel issue room
- 44. Boys' locker room
- 45. Drying space
- 46. Boys' lane shower room
- 47. Passage
- 48. Official and faculty locker room
- 49. Shower
- 50. Toilet
- 51. Men's toilet
- 52. Pipe space
- 53. Janitor's closet
- 54. Vestibule
- 55. Storage closet
- 56. Stairs
- 57. Exhibition case
- 58. Gymnasium floor, door open
- 58A. Boys' gymnasium, door closed
- 58B. Girls' gymnasium, door closed
- 59. Pocket for folding bleacher seats
- 60. Folding door pocket
- 61. Folding door
- 62. Extended bleacher seats
- 63. Corridor
- 64. Home economics room
- 65. Stair hall
- 66. Cafeteria
- 67. Serving room
- 68. Faculty dining room
- 69. Passage
- 70. Elevator
- 71. Stair hall
- 72. Future swimming pool
- 73. Future auditorium
- 74. To academic section
- 75. To industrial arts section

ers then can be pulled out into position, cutting the space down to the required for one thousand spectators. Then the seats are folded up again.

Mobile bleachers are used so that the gymnasium could more easily be adapted to the site if mobile bleachers had been used. The seating capacity is about 3,000 with mobile bleachers for 500 spectators and immobile bleachers for 2,500. The fixed bleachers are over the lobby.

Locker and shower rooms for physical education classes and auxiliary rooms to serve each gymnasium section are located under the balcony shelves on the same level as the gymnasium. Lane showers are provided in both the boys' and the girls' sections. Each lane shower is provided with a plate glass observation panel to permit teacher supervision.

Physical education offices are located at the end of the playing floor in each section. Each office has a panel of shatterproof plate glass to permit visual supervision of the playing floor from the office. Local issue equipment rooms and storage space for heavy apparatus, mat trucks, and the like are adjacent to the physical education office and are directly accessible from the main playing floor.

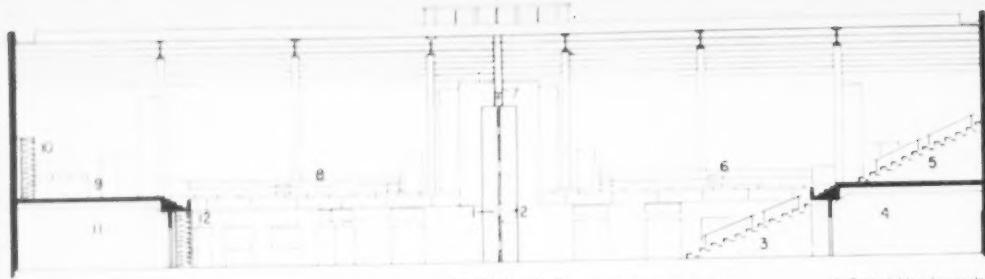
#### LOCKER ROOMS IN BASEMENT

The athletic team rooms and visiting team rooms are located in the basement under the boys' physical education locker room. The home team room is equipped with full-length lockers constructed of perforated and expanded metal so that they may be completely ventilated. The visiting team room is at the main entrance and has 35 full lockers, showers and drying space; it also is planned for dual purpose use. A corridor and a few steps lead from the team shower room onto the playing field.

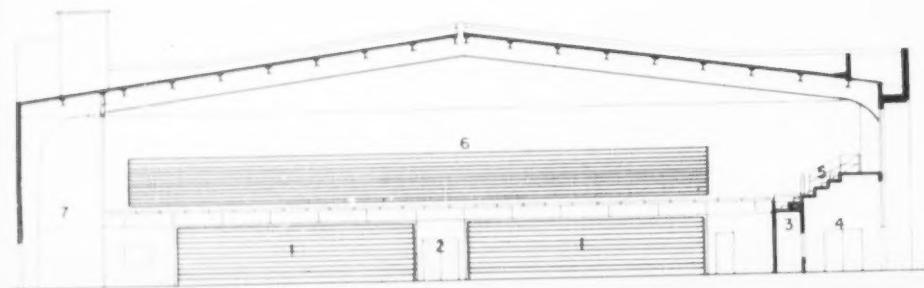
There is a scoreboard for the girls' section of the gymnasium and one for the boys' section; the two scoreboards can be operated together when the two gyms are converted into one.

The foyer is 120 feet long and, in addition to the main public entrance, there is an entrance from the school corridor for the students.

The framing of the building is rigid frame steel truss, with a 38 foot ceiling at the center. The exterior is face brick, ranging in color from gray-beige



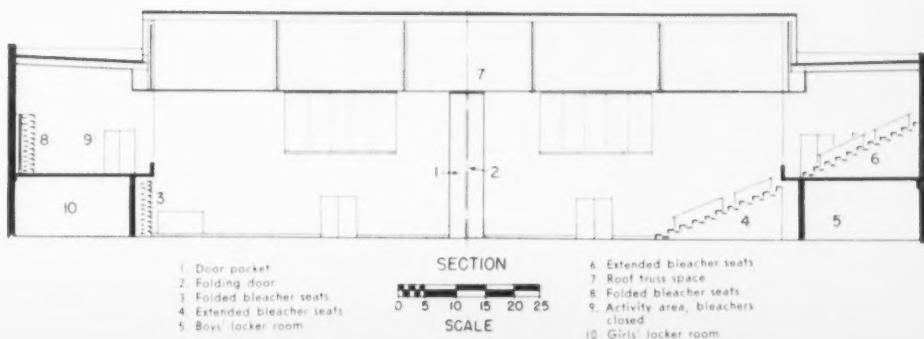
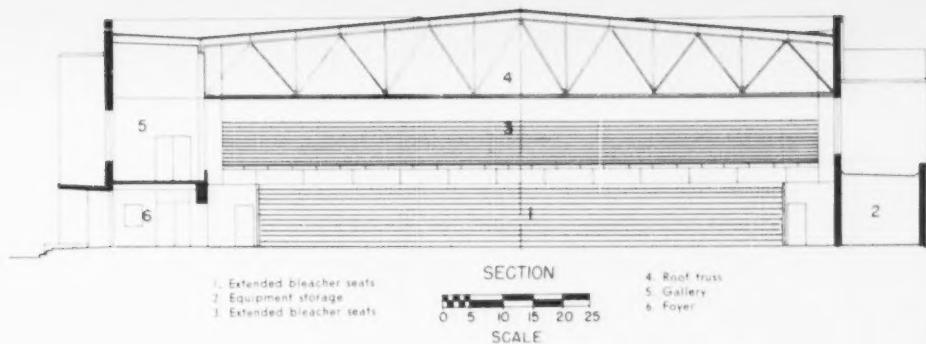
SECTION A-A  
SCALE  
0 5 10 15 20 25



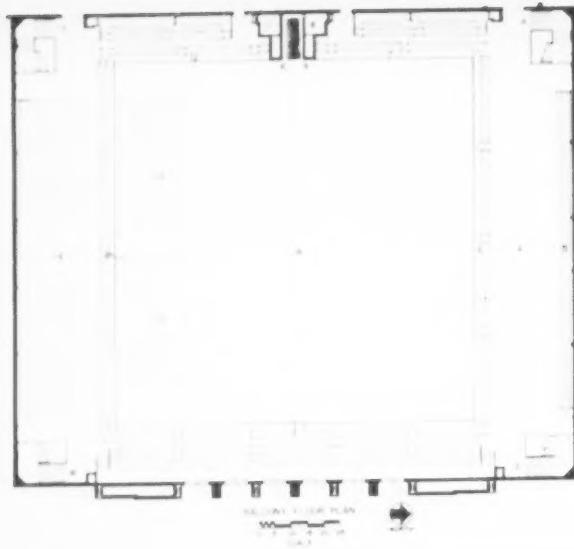
SECTION B-B  
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Playing floor with floor bleachers folded back into pockets and balcony bleachers folded back against the wall.

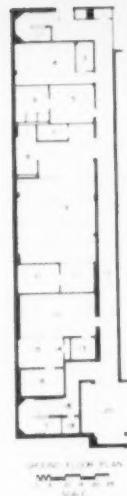


North wall of the Hinsdale gymnasium showing bleachers on main floor and balcony in open position.



#### KEY TO GROUND FLOOR PLAN, TEAM ROOMS

1. Janitor's closet
2. Stairs to first floor
3. Closet
4. Physical therapy
5. Coaches' conference room
6. Coaches' locker and shower room
7. Towel issue room
8. Boys' toilet
9. Team locker room
10. Shower room
11. Drying space
12. Visiting team locker room
13. Toilet
14. Pipe space
15. Drying space
16. Shower room
17. Passage
18. Stairs to First Floor
19. Janitor's closet
20. Fan room



BALCONY FLOOR PLAN  
Scale 1:100

#### KEY TO BALCONY FLOOR PLAN, HINSDALE GYMNASIUM

- |  |                           |  |
|--|---------------------------|--|
| 1. Fixed bleacher seats                    | 7. Fixed bleacher seats   | 14. Extended bleacher seats                |
| 2. Stairs to first floor                   | 8. Duct space             | 15. Fixed bleacher seats                   |
| 3. Fixed bleacher seats                    | 9. Folding door pocket    | 16. Stairs to first floor                  |
| 4. Activity area when bleachers are closed | 10. Folding door          | 17. Extended bleacher seats on first floor |
| 5. Folded bleacher seats                   | 11. Duct space            | 18. Upper portion of gymnasium             |
| 6. Stairs to first floor                   | 12. Fixed bleacher seats  |  |
|  | 13. Stairs to first floor |  |



In this view down the 120 foot entrance foyer, one sees the alternate lighting installations in the ceiling.

# ROOF STRUCTURE

*suspended from arch*

**gives Corpus Christi gymnasium good light and air**

THE gymnasium for the senior high school at Corpus Christi, Tex., was designed to provide adequately for both natural and mechanical ventilation and to provide a sufficiently high level of lighting on the playing floor and elsewhere in the gymnasium so that glare would not be a problem during daylight hours.

This gymnasium is used as a physical education building for both boys and girls; however, only boys' shower, locker and physical education facilities are provided within the building. The girls' shower and locker rooms are under the stadium bleachers immediately to the rear of the gymnasium building.

No attempt was made to design the building to give it a pleasing outward appearance. The interior was planned to provide for light, ventilation and absence of columns. The conventional use of steel trusses would not permit a practical solution to the problem of providing a proper daylight level over the playing floor without objectionable glare from the light sources. High masonry walls required to cover truss ends of the conventional building seemed an extravagance that defeated its own purpose.

After considering many types of roof support, we finally adopted the fixed-end right arch, and the entire roof structure over the gymnasium was suspended from this arch. This type of roof suspension permitted the use of a monitor entirely around and immediately over the playing floor. The lighting from this continuous monitor, together with a continuous window strip in either sidewall above the fixed seating, provides a level of day lighting of sufficient height to eliminate objectionable glare.

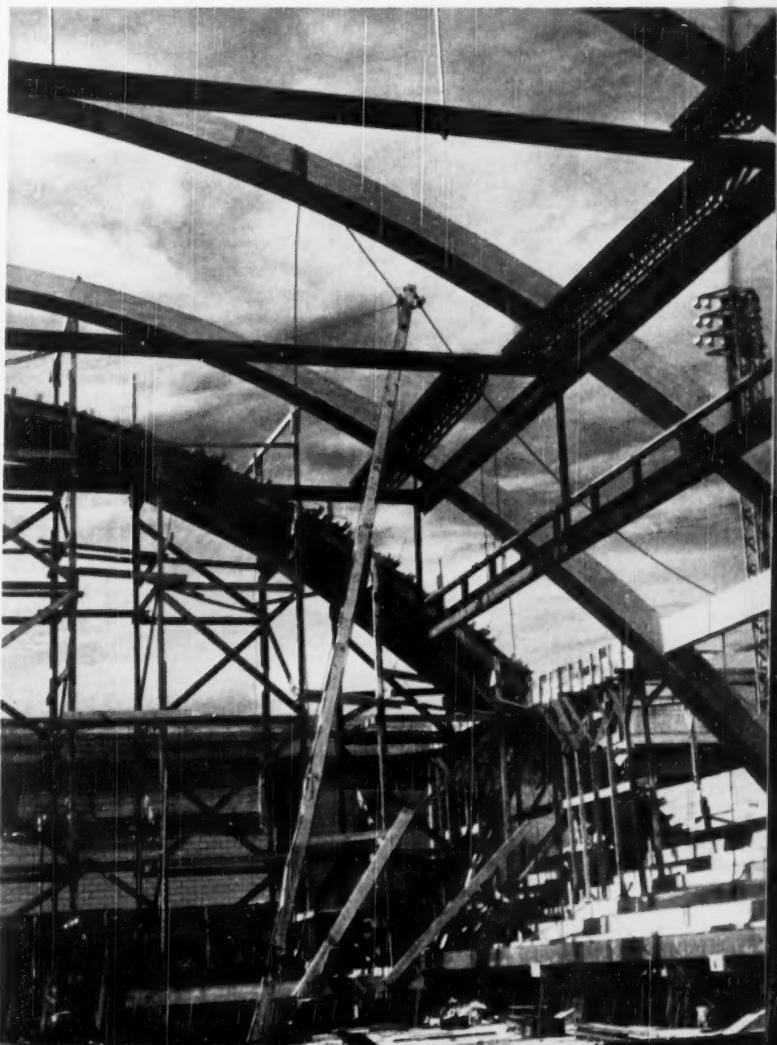
Ventilation is a serious problem along the Texas coastal bend. Al-

**ROBERT L. VOGLER**

Architect and Engineer  
Corpus Christi, Tex.

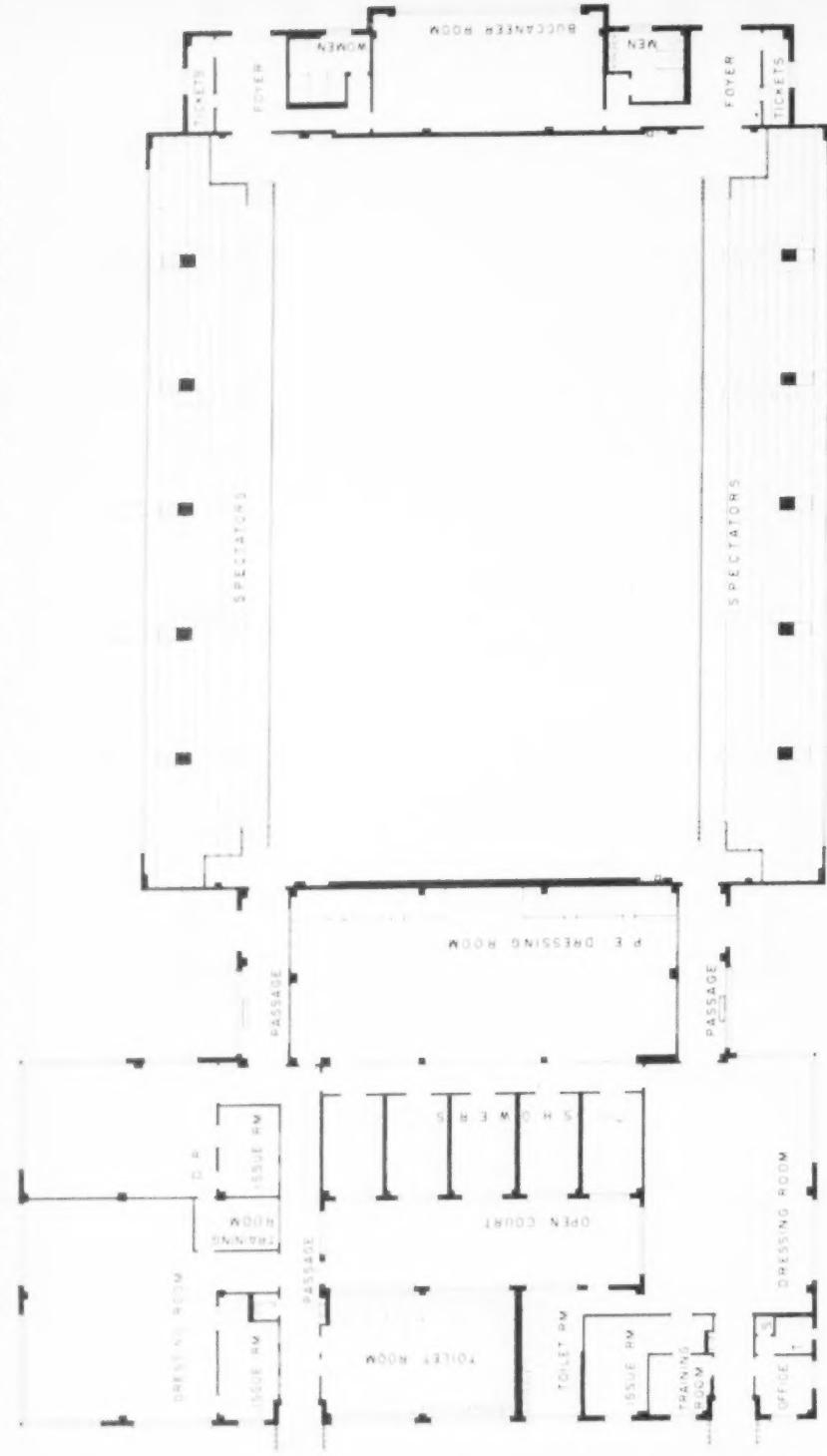
though we are blessed by pleasant Gulf breezes during most of our days and nights, sometimes there is no wind. Then mechanical ventilation is necessary to provide comfort. Excessive relative humidity increases the necessity for providing positive air movement beyond the usual requirement of just "good ventilation."

To provide proper movement of air for both players and spectators, two 2 h.p. 35,000 c.f.m. fans were placed in each end of the monitor. These fans are protected from weather by hoods and automatic aluminum shutters. The automatic shutters serve two purposes, preventing the entrance of rain and preventing air pressure from



ARCH CONSTRUCTION is dramatically revealed in this progress photograph from architect's files on the project.

FLOOR PLAN OF SENIOR HIGH SCHOOL GYMNASIUM AT CORPUS CHRISTI, TEX.



Although used by both boys and girls, this physical education building contains shower and locker space for the boys only, as will be noted. The girls' shower and locker rooms are under the stadium bleachers, which are immediately to the rear of Corpus Christi's new physical education building.



While the architect made no attempt to give the gymnasium building a pleasing outward appearance, apparently he succeeded without trying.

building up within the gymnasium during hurricanes.

The large exhaust fans in the monitor permit air to be drawn directly across the playing floor through the continuous 3 foot high opening under the walkway at the front of the seating platforms. The volume of this air may be controlled by the number of vents that are opened in the windows of the outside walls under the seating platforms. This means of ventilation is quite efficient in that it provides fresh air directly to the players.

Steam heating lines were run under bleachers the full length of this 3 foot high opening to provide for radiant heating of the seating platforms and the space under the seating and also to provide a means of tempering fresh air that may be drawn across the floor in cold weather.

#### CONTROLLING MONITOR WINDOWS

In addition to the ordinary architectural projected windows in the side-walls under the seating, there is a continuous fixed window at each end of the monitor. At each side of the monitor and in each outside wall above the seating platforms, electrically operated continuous windows are provided. The operating portion of the monitor windows is 72 feet long and that of the outside wall is 110 feet long. These continuous windows may be opened to any degree desired or may be closed with the touch of a button, from a central station.

#### CONCRETE IS PAINTED WHITE

The front entrance section and the section at the rear of the building, housing the shower and physical education rooms, are constructed with a conventional reinforced concrete frame, tile curtain walls, and face brick exterior. The tile curtain walls are of

structural facing and structural glazed tile, which is exposed on the interior as a finished wall. Both end walls of the gymnasium proper are of structural glazed tile.

The roof construction over the entire building consists of steel bar joists supported on concrete and structural steel supports. The framing members, roof joists, and underside of the roof deck are painted white for maximum light reflection. Applied over the metal roof deck are a layer of 1 inch fiber insulating board and a 20 year bonded tar and gravel roof.

All concrete work on the exterior of the building was rubbed and painted white. White was used to provide for maximum heat reflection and minimum temperature stresses in the concrete.

The main gymnasium floor is of northern maple, laid over wood screeds. The floor in the shower room is brick, and the floor in the remainder of the building is cement finish.

The playing floor is lighted with ceiling suspended incandescent units burning 1000 watt lamps. Motion pictures are regularly made of night games with f-2.5 stop at normal speed. Daytime snapshots and movies are possible without the use of auxiliary lighting.

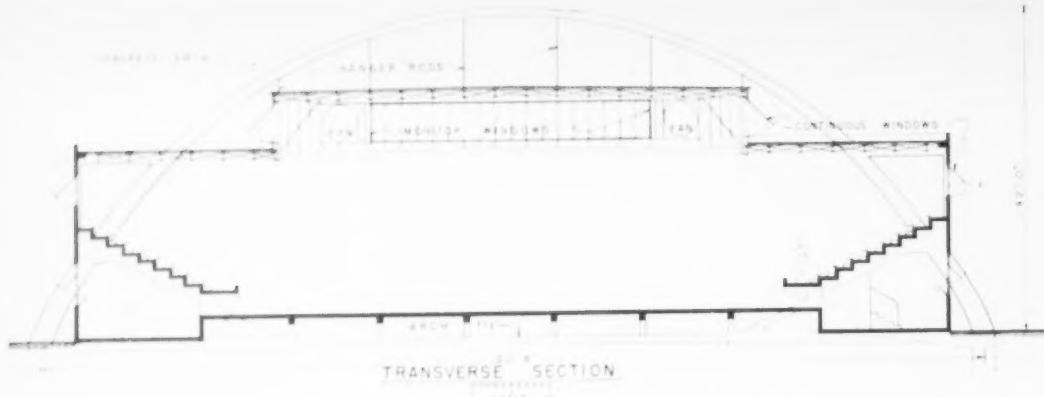
The building is provided with steam for heating in winter and with hot water from a small mechanical building at the rear of the main building. The boilers are fired with natural gas. For safety reasons, no gas piping enters the main building. Plumbing piping throughout the building is concealed only when unavoidable, to permit servicing and replacements to be accomplished at a minimum of expense.

The building is located on a fairly small plot of ground on an already overcrowded site. Parking facilities are provided at the front and the side of the building.

The permanent seating will accommodate about 1200 spectators. The space under the seating is used for ping-pong and other games, as well as for laundry, storage and office space. At the front of the building a lounge is provided for use of the team and of the Quarterback Club.

The cost of the building was \$334,620, or \$11.55 per square foot.

Transverse section, construction details, and an interior view will be found on the next page.



### DETAILS OF CONSTRUCTION, CORPUS CHRISTI HIGH SCHOOL PHYSICAL EDUCATION BUILDING

**GENERAL DATA:** Physical education building for boys and girls. Exterior walls, reinforced concrete and face brick. Interior walls, concrete and hollow tile with glazed structural tile wainscots. Fireproof except for wood floor in gymnasium and doors and trim. No gas enters main building.

**CEILING:** Steel deck exposed.

**FLOORS:** Maple in gymnasium; cement finish elsewhere. Brick in showers.

**HEATING AND VENTILATING:** Steam with unit heaters; exhaust fans.

**PLUMBING:** Wall hung water closets, stall urinals, combination drinking fountain-cuspidors at ends of gymnasium floor.

**LIGHTING:** Incandescent with prismatic globes adjusted for high and low installations.

**DECORATION:** White ceilings and structural members. Green wainscot and trim. Doors, natural finish oak.

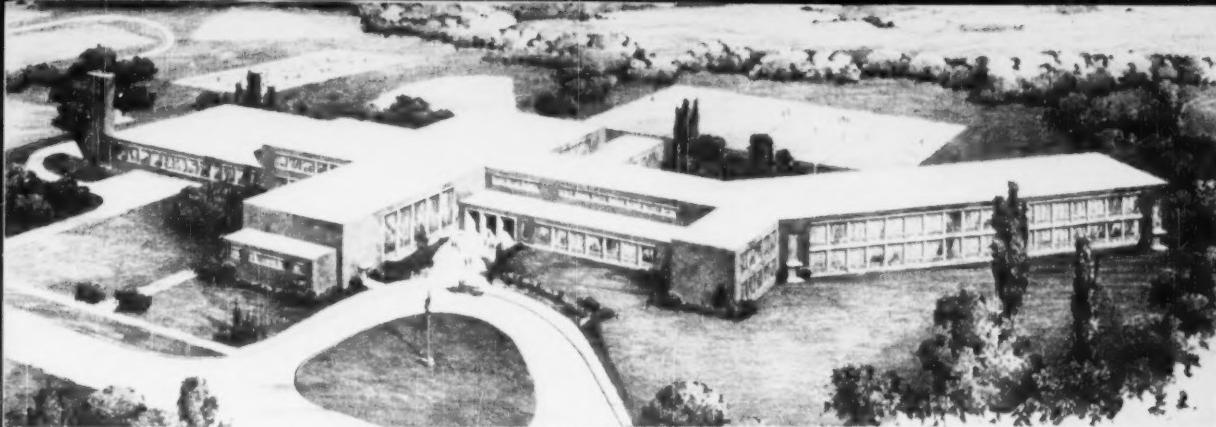
**COMMUNICATION SYSTEM:** From central high school system.

**COSTS:** Total, \$334,620. Per square foot, \$11.53.



DAYLIGHT from three sides; fan with automatic shutters; air circulation (radiant heating) under

bleachers, no columns or trusses interfering with spectators—all these desirables have been attained.



MILFORD MILL ROAD JUNIOR SENIOR HIGH SCHOOL, BALTIMORE COUNTY, MARYLAND

# LOCKER ARRANGEMENTS

*are a feature*

*of Maryland high school's gymnasium units*

EDWARD H. GLIDDEN Jr.

Architect, Baltimore

THE Milford Mill Road Junior Senior High School in Baltimore County, Maryland, is located on the high point of its site, between the principal highway bounding the property and the athletic fields. Exits from the locker rooms and from the gymnasium give direct access to the athletic fields.

The gymnasium is located close to the main entrance of the school. Its large lobby also serves the auditorium. Locker rooms and showers are on the same level as the gymnasium and are housed in one-story wings parallel to the short axis of the gymnasium proper. The arrangement is such that both boys and girls have direct access to facilities intended for them without passing through those intended for the other sex.

The ventilating system of the locker rooms is connected with the lockers in such manner that air to be extracted from the locker rooms passes through the lockers. This system prevents unpleasant odors in the locker rooms and assists in drying damp clothes than may be left in the lockers.

A storm shelter placed at the rear of the gymnasium provides cover during rainstorms for those using the play fields.

The Milford Mill Road gymnasium was completed in September 1949.

## CONSTRUCTION DETAILS

SITE: Approximately 30 acres. Relatively level.

GYMNASIUM FLOOR: 80½ by 101 feet.  
WALL FINISH: Gymnasium, shower and locker rooms, structural glazed tile from floor to ceiling.

FLOOR FINISH: Gymnasium, maple. Locker and shower rooms, ground cement.

HEATING: Warm air.

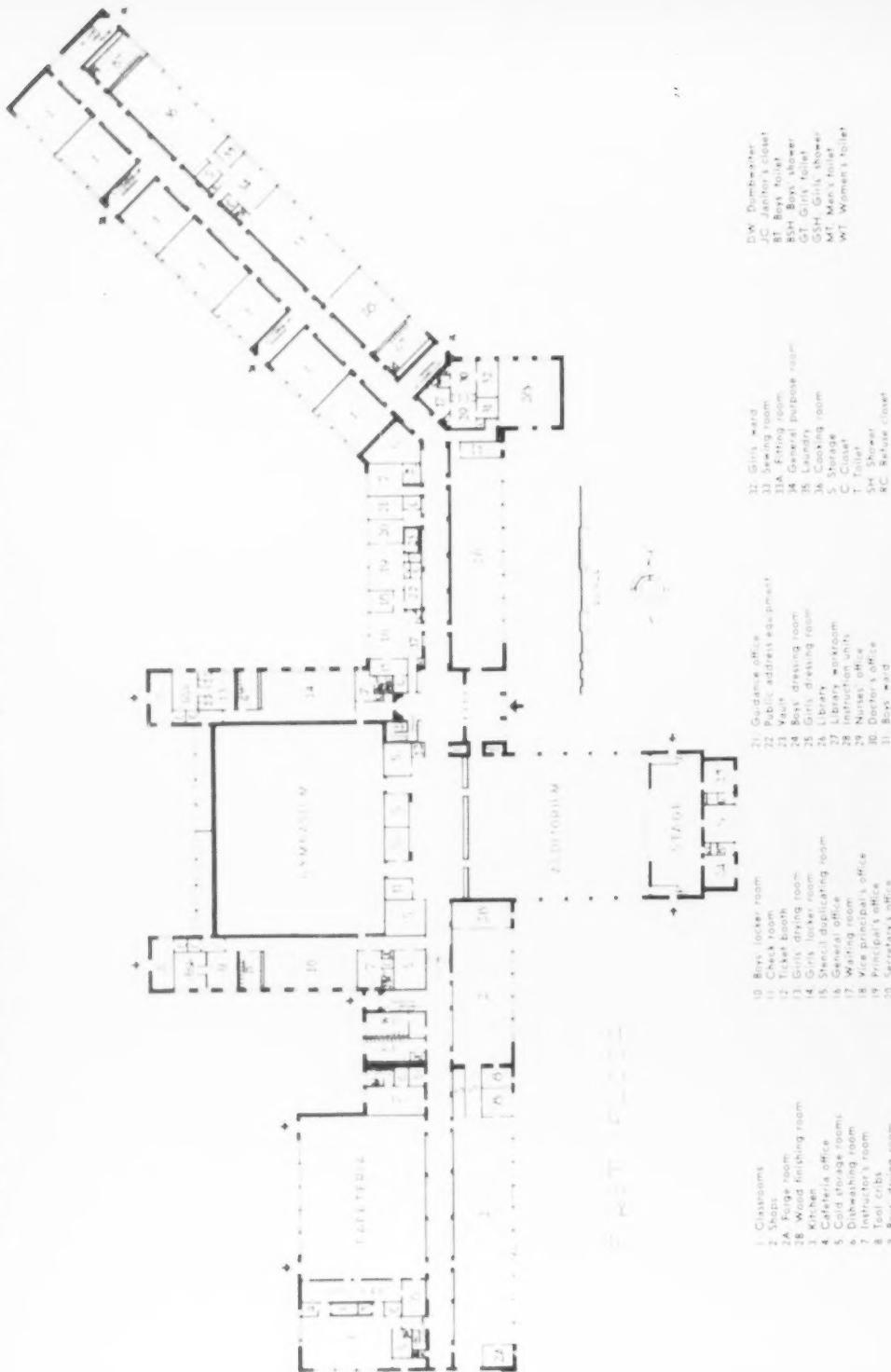
VENTILATION: Mechanical.

SEATING CAPACITY: Folding bleachers on gymnasium floor, approximately 500; balcony, approximately 500.



Interior view of new gymnasium looking toward the balcony.

MILFORD MILL ROAD JUNIOR SENIOR HIGH SCHOOL, BALTIMORE COUNTY, MARYLAND





GYMNASIUM from Milford Mill Road's athletic field; seen are locker room wings and storm shelter.



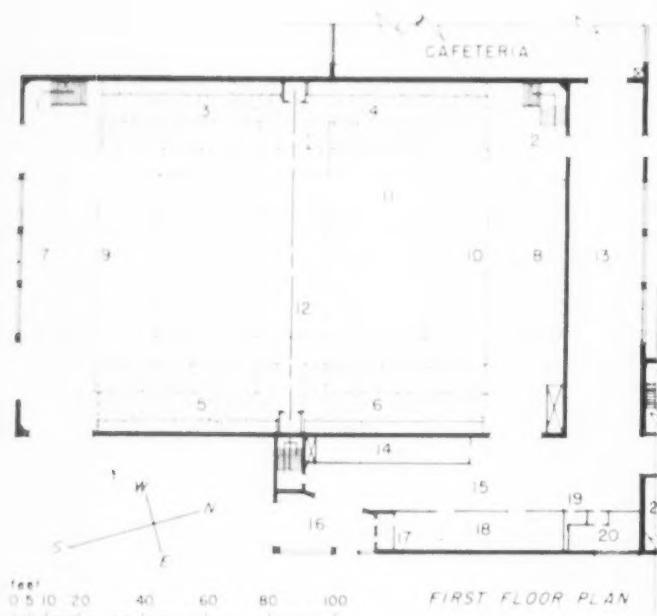
LOCKER ROOM, showing arrangement of 12 by 20 inch storage lockers and 12 by 60 inch dressing lockers. Storage lockers are assigned to students for the year. Dressing lockers are used only during physical education periods. There is ample room for four students in each aisle. The main ventilating duct is in the ceil-

ing over the circulation corridor. Each bank of lockers is connected to a duct. Air is extracted from the room, thus drying damp clothes and preventing odor. The special ducts were designed by the architects and fabricated by the locker manufacturer. Lockers have rubber gaskets  $\frac{1}{8}$  by 2 inches of continuous length.

*At the heart of the*

# COMMUNITY CENTER

*section of Reno's new high school is this gymnasium*



FIRST FLOOR PLAN

The new gymnasium for the high school at Reno, Nev., will be 170 by 100 feet and will be divided in half by a folding partition extending from the floor to the underside of the trusses 25 feet above. This partition is identified (12) on the first floor plan. When the area is divided into two parts, the southwest gymnasium will be assigned to the girls. It will have a regulation basketball court (19), rolling folding grandstands accommodating 500 spectators (7), and a stairway (11) to the girls locker room below. On the northeast side, the boys' gymnasium will have its basketball court (10), its rolling folding grandstand (8), and its stairway to the boys' locker rooms below.

When these two areas are shown together, folding grandstands (7, 8) and (10) attached to the walls can be pulled out to accommodate 2000 spectators. If the other grandstands (11)

and (8) and folding chairs also are used, the total seating capacity of the gymnasium when the main court (11) is in use will be 3000. For rallies, boxing matches and similar events, additional chairs can be brought out and a maximum of 4000 spectators can be accommodated. The folding chairs will be stored (14) when they are not in use.

All of the basketball backstops will be of the folding type, which can be retracted to the ceiling. The plan calls for a furred ceiling, but for the present the school board plans to omit the ceiling and leave the truss space open. The underside of the roof will be treated acoustically to cut the reverberation time down to approximately 1.92 seconds. At a later date, if the money is available, the suspended ceiling can be installed.

Ventilation will be provided by four fanrooms in the truss space at the four corners of the room. Exhaust air will

**GRAHAM ERSKINE**

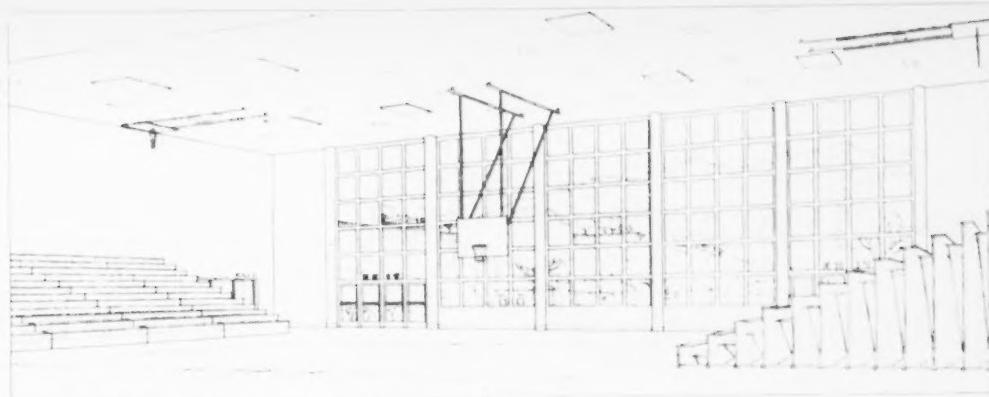
Ferris & Erskine, Architects  
Reno, Nev.

be taken out of the room at floor level at the four corners. At first, air will be supplied to the room all along the northwest and southeast walls approximately 24 feet above the floor by the use of fan-shaped air diffusers in the side of continuous ducts. Later, if the furred ceiling is installed, the air will be supplied through a ceiling type of air diffuser of square design.

Approximately 35 foot-candles of artificial illumination will be maintained throughout the area. To the southwest, the girls' gymnasium will be lighted by a large glass window; a window of approximately the same size at a high level will illuminate the boys' gymnasium along the northeast wall above the roof of the corridor (15). This one-story corridor will lead from the central wing to the cafeteria.

Exits will be located on three sides of the room. The vestibule lobby (16) will have two ticket windows opening onto the ticket seller's booth (17). A corridor (15) will give access to the gymnasium and to the cafeteria through another corridor (18). A storage area (18) will accommodate the rolling, folding grandstands (7 and 8), as well as miscellaneous gymnasium equipment. This floor also will contain a janitor's closet (19) and public toilets for men and women (20 and 21). Public toilets for men and women in the locker room below the gymnasium will be accessible by stairs (11 and 2).

On the basement plan spaces A to O, inclusive, will be allocated to the girls. Spaces Q to JJ, inclusive, will be allocated to the boys. Space P will be a janitor's closet, and space KK, a fanroom serving both the boys and girls locker rooms. In the two sets of locker rooms there will be service cores down the center (H to L, inclusive, and Z to GG, inclusive). On either side of these cores will be locker areas accommodat-



TRANSVERSE SECTION, RENO HIGH SCHOOL GYMNASIUM

ing 375 lockers in each area. The total number of 1500 lockers could be raised to 2000 at a future date, since sufficient floor area in spaces G, M, AA, and HH has been set aside for this expansion.

In the girls' section H will be an area containing individual showers and dressing rooms. I will be a toilet room; J, an athletic equipment storage area; K, the athletic director's office; L, a physical education library; and N, a general storage area. O will be assigned to classes in corrective exercises that will be given periodic supervision from the glass enclosed office, K.

Physical education classes will not interfere with each other in the locker room. For instance, in the girls' section students in a 9 a.m. class may dress in area G and then go up to the gymnasium for a one-hour class. While they return to area G to put on their street clothes, students in the 10 a.m. class will put on their gymnasium clothes in area M. In the boys' area the same principle will apply.

Space Z in the boys' section will be a toilet, BB, a shower room, CC, a drying room for wet athletic equipment, DD, an athletic equipment supply room, EE, a trainers' room, FF, the director's office, and GG, the boys' physical education library. JJ will be a general storage room, and HH, a corrective calisthenics classroom.

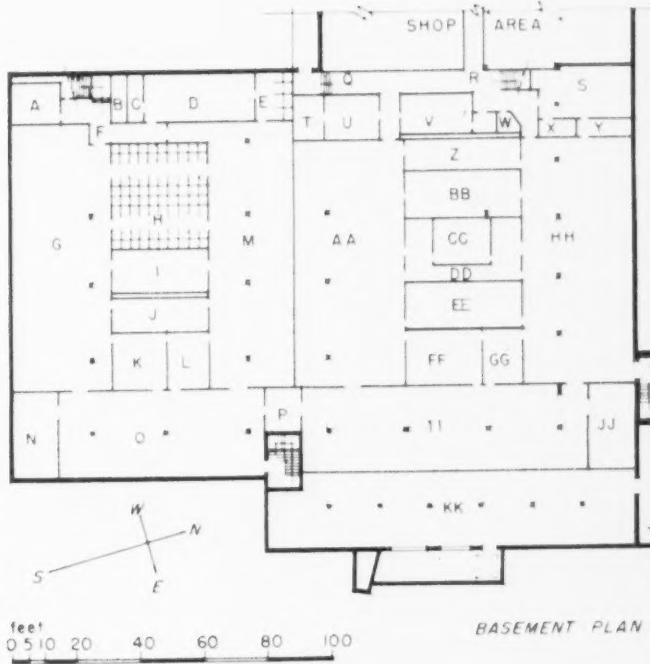
Along the northwest side of the locker room area, locker rooms and showers for visiting teams will be provided, as well as public toilets. A will be a women's toilet, V, a men's toilet; U will be a visiting team locker room, and T, a visiting team shower. D and S will be combination use areas in which visiting teams may dress or in

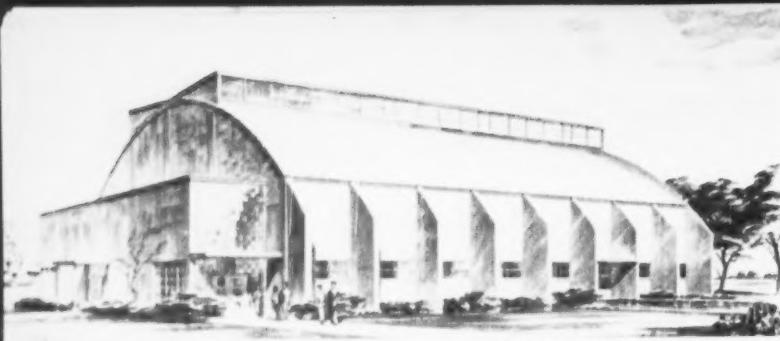
which students taking rest periods instead of exercise may lie on beds, which will be stored at night in rooms C and X. When D and S are used for locker rooms, their showers will be F and Y. Naturally, in overflow periods, shower E will augment shower H, and showers Y and T will augment shower BB.

Ventilation for this entire area will be provided by supply ducts down the centers of the locker rooms and by exhaust ducts which will pull the foul air through the lockers, out perforations in the back of the lockers into

plenums behind the lockers, and thence into the exhaust duct system.

All floors in this area, with the exception of shower and toilet room floors, will be colored concrete, sloped toward numerous floor drains. All the lockers and partitions will be placed on concrete curbs so that every room can be washed down with hot water each night. Areas O and H, as well as the floor of the gymnasium itself, will be finished with maple on subfloors below, which are two layers 1 by 3 inches, spaced 16 inches on centers at right angles to one another.





HIGH SCHOOL GYMNASIUM, LANGLEY, WASH.

WILLIAM ARILD JOHNSON

William Arild Johnson and Associates  
Everett, Wash.

## LAMINATED ARCH construction is principal feature of this rural school gymnasium

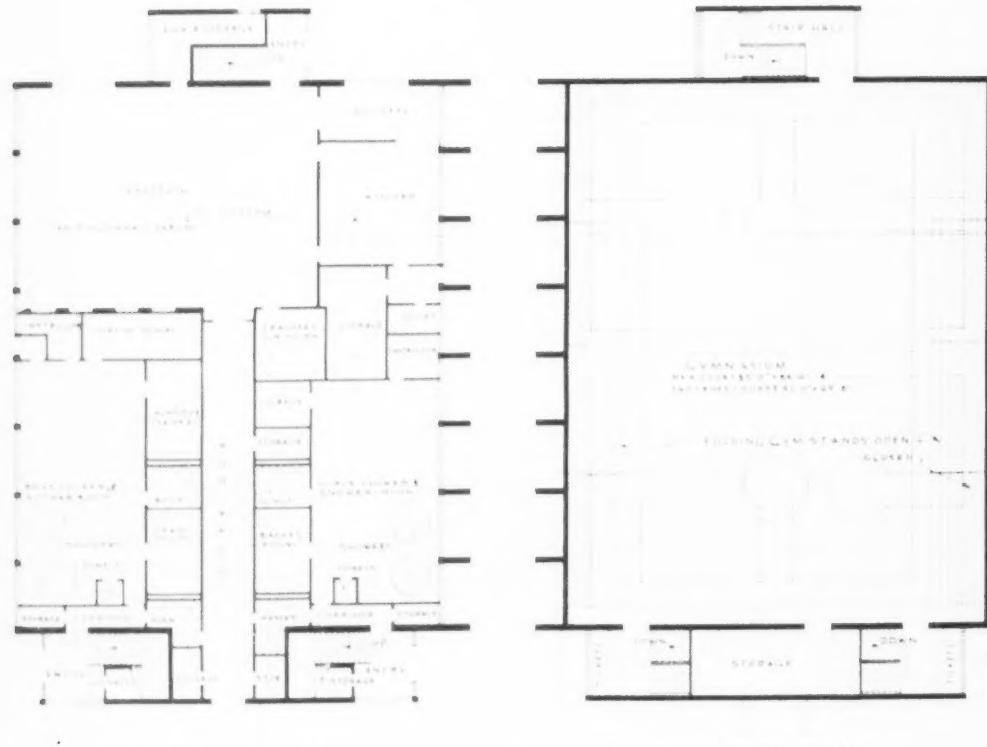
THE outstanding feature of the gymnasium for the rural high school at Langley, Wash., is the laminated arch construction which permits lower sidewalls and a higher, unobstructed span in the middle of the room, giving 77 feet clear in the center. The interior is unusually clean and free of musses, bars and struts. There are no windows in the exterior

walls, all the light is concentrated in the monitor overhead. Thus, a basketball player does not have to shoot into a basket with the glaring light from a window directly in his line of vision.

The gymnasium, which has folding bleachers on both sides, seats about 500 persons. On the ground floor are a cafeteria and shower and locker

rooms. The building was planned for community, as well as school, use. The exterior walls are concrete and the end walls are cavity wall concrete block (two 4 inch layers separated by a 2 inch air space). The gymnasium floor is maple. The building will be heated by low pressure steam.

Cost of the gymnasium was \$155,000, or \$8.50 per square foot.



## Rural school gymnasium space assigned to DUAL USE



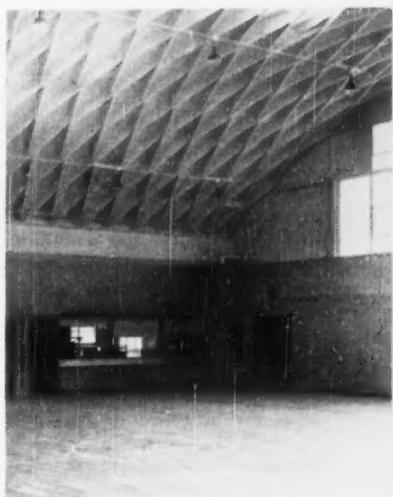
PHILLIP J. DANIEL

Daniel Mann & Johnson  
Los Angeles

THE particular problems involved in the building of the gymnasium at Orcutt, Calif., were those of a rural school that has the obligation of providing the only community facilities for a large surrounding area.

Of course, first consideration was given to the needs of the elementary school children who use the building during the day and second consideration to public needs. The locker rooms are adequate for the use of the children and for the use of visiting teams during interschool games. Folding bleachers seat approximately 500 persons. The gymnasium also is used as a cafeteria.

The building is open almost seven nights every week, either for athletic games or for public functions, meetings or civic affairs. It offers the only gymnasium facilities in the area and is the only building that provides shower and locker rooms for community recreational purposes. Tables used in the cafeteria during the lunch hour are knocked down and stored in the teachers' dining room when the floor is cleared for basketball and other types of play activities.



Floor plan and (right) an interior view that shows food service area in rear.



HIGH SCHOOL GYMNASIUM, BEAUMONT, TEX.

## Designed for **MASS USAGE** by high school

*students and large community groups*

**WALTER T. ROLFE**

Galemon & Rolfe, Architects  
Houston, Tex.

THE new gymnasium at Beaumont, Tex., has been designed to provide facilities for an athletic program that will affect the lives of all the children attending the high school. It also will be used for community activities and for regional games and tournaments.

The dressing rooms are big enough to accommodate large groups of students. Showers and other equipment have been located to serve children of all sizes.

The main gymnasium is divided by folding partitions that make it possible for boys and girls to use the smaller courts at the same time. Moveable bleachers are used so that they can be folded against the wall or rolled away into other locations as desired.

Clothes storage space is provided as a part of the passageway to and from the dressing rooms so that a locker system or a basket system can be used. The present preference is for the locker system. The student goes to the clothes storage locker room, takes out his gymnasium clothing, and

goes to the dressing room to dress before proceeding to the play courts. At the end of the play period he reverses this procedure.

Group showers were installed for both girls and boys. The showerheads are tamperproof and yet are accessible for servicing.

The office of the physical education director is so situated that he can see the students at all times in any part of the dressing, shower and locker area. This supervision, school officials agree, is extremely important.

Large ventilating fans are used to pull the air through the building and horizontal strip windows at the roofline are provided for additional air movement. There is a drying system for circulating heated air throughout the locker, dressing and shower areas. The building is heated by space heaters containing circulating fans.

The exterior of the building is brick backed up with featherweight concrete block. Interior walls of the gymnasium are structural glazed tile wainscot with painted block above.

other interior walls are painted block. The gymnasium floors are maple over sleepers over concrete construction; the shower room floors, tile, and the other floors, concrete.

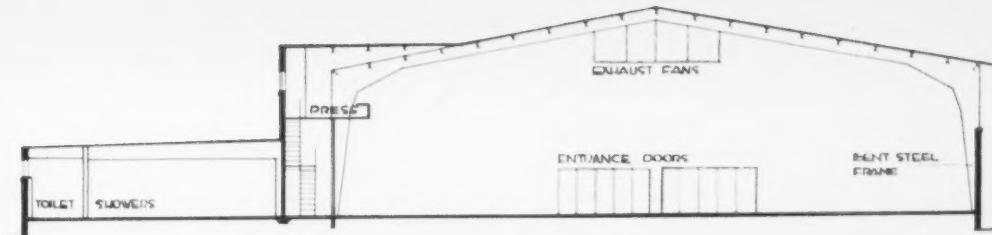
The site of the building is adjacent to that of the present high school building. The gymnasium was located on a street seldom used except for light traffic and for parking. The general parking areas of the high school are near by.

The gymnasium is close to the high school athletic field. It can be expanded by the addition of smaller gymnasiums and classrooms.

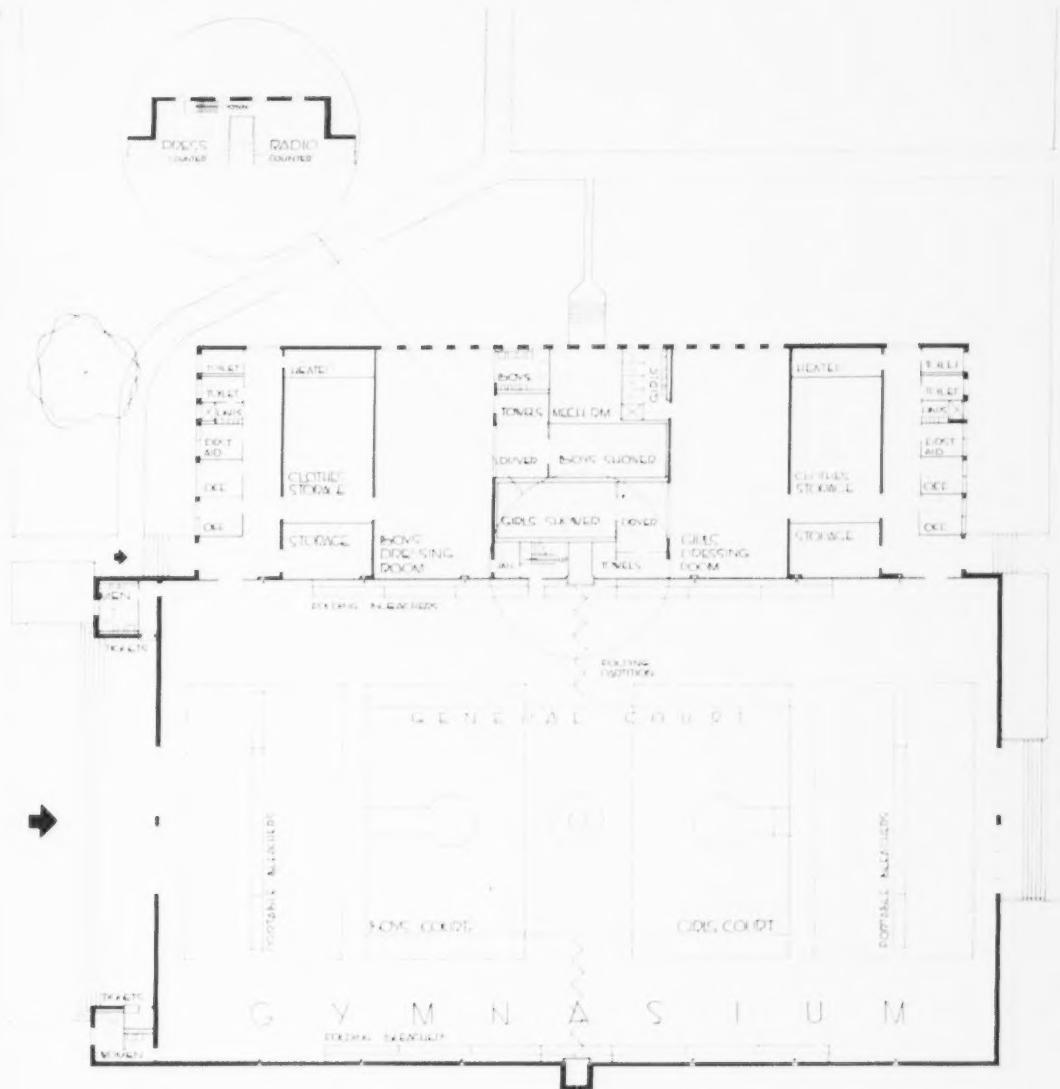
Special attention was given to orientation of the building with respect to the prevailing breeze and to the movement of the sun across the top of the building.

Cost of the gymnasium, including architect's fees, was \$550,000. The cost per square foot was \$11.29.

Stone and Pitts, Beaumont architects and engineers, did the structural engineering, and Taylor Milton did the mechanical engineering.



TRANSVERSE SECTION of Beaumont High School gymnasium showing construction of the span of the main room, which is 105 by 185 feet. This type of construction gives a clean span that reflects good practice and good design, the architects report. FLOOR PLAN shown below.





Music and audio-visual departments also are included in the building. Each has an entrance for its independent use.

PHYSICAL EDUCATION BUILDING, GERSTMAYER TECHNICAL HIGH SCHOOL, TERRE HAUTE, IND.

**Many-purpose gymnasium plan is result of**

## **COOPERATIVE PLANNING**

THE Gerstmeyer Technical High School Physical Education Building at Terre Haute, Ind., is the result of several years of planning by the faculty, the administration, and students to increase the educational offering of the school.

The planning provided for several school needs in addition to the gymnasium, such as:

1. An auditorium large enough to seat the entire student body
2. Facilities for extracurricular activities, such as parties and dances
3. Adequate room for music, both instrumental and vocal
4. Adequate physical education facilities for girls as well as for boys

**WAYNE P. WATSON**

Superintendent of Schools  
Terre Haute, Ind.

5. A stage with dressing rooms and equipment for dramatics

6. Restroom facilities that would be easily accessible to the athletic field adjacent to the building

7. Audio-visual education space

Each of the departments is a unit in itself, having an outside entrance and an opening into either the main gymnasium or the foyer. In this way, each unit can be used independently. Adequate storage space is provided and allotted to each department.

The girls' gymnasium and foyer provide excellent arrangements for school parties and other social activities. The girls' gymnasium opens into the foyer, which has a concession booth, a ticket booth, and restrooms.

The music department has an outside entrance and an entrance to the foyer. The unit contains one large room for band and orchestra practice, a vocal classroom, seven soundproof cubicles for practice, and adequate built-in storage space for uniforms, instruments and supplies. All units in this department are soundproof.

The band and orchestra room floor is built to provide three tiers of seat ledges. The tiers are circular, the cor-

ners of the room are utilized as storage closets.

The vocal classroom is equipped with an intercommunication system connected with each of the seven soundproof practice cubicles. In this way, the instructor can listen to the practice and give aid as the practice progresses. The soundproof practice cubicles also are used by the speech and dramatics students for recordings and other practice exercises.

The hall connecting the instrumental and choral rooms has built-in cabinets for storage of instruments, uniforms and other equipment.

The dramatics department has two modern dressing rooms equipped with lighted mirrors on two sides of the room, toilets and lavatories. The two rooms are large enough to be used as classrooms for the department. The stage is well equipped with curtains and lights.

The girls' physical education and health units contain a gymnasium, a classroom office, a first-aid room, and dressing rooms. The dressing rooms have showers, toilets, a locker room, a basket room, and an arrangement for drying equipment.

The boys' physical education and health units consist of the main gymnasium floor, a classroom office, a first-aid room, and dressing rooms. The dressing rooms have locker rooms, a basket room, showers, toilets and provision for drying of equipment.

The main gymnasium seats approximately 1800. This unit is also used for varsity basketball. Arrangements have been made for a press booth, a scorer's and timer's booth, and a fire-proof projection room.

The construction cost of the building was \$482,524.47, excluding architect's fees and equipment. Since this is a technical high school, the classes were able to construct much of the equipment, especially for the stage, and to do some electrical work.

In conclusion, we feel that, although it was necessary to sacrifice seating capacity for basketball games, the building will meet many other needs. Because of the flexibility of its planning, the building will increase the opportunities offered to students.

Main gymnasium seats 1800, which is minimum capacity for the varsity basketball games.

## ARCHITECT'S STORY

*of how all requirements were met*

**WARREN D. MILLER**

Miller, Yeager and Vrydagh, Architects  
Terre Haute, Ind.

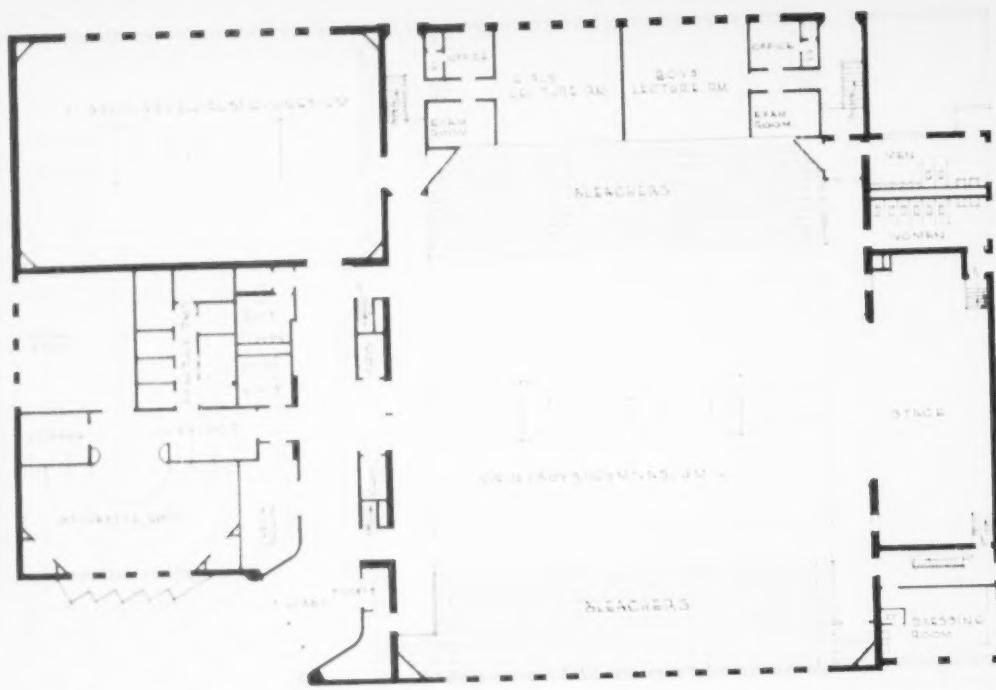
JUST outside the main entrance to the new Gerstmeyer gymnasium building, on Thirteenth Street, a large concrete area has been provided with planting boxes for shrubbery. Near the entrance in the lobby are ticket and check windows. The lobby runs east and west through the building, giving access to the main gymnasium, the girls' auxiliary gymnasium, and the music department.

The entire building is approximately 208 by 113 feet. The main gym-

nasium and auditorium is 100 by 108 feet and has at the north end a large stage approximately 60 by 26 feet with a proscenium opening of 32 feet. The stage proper carries up to a greater height than the rest of the building, to provide space to accommodate drops and scenery.

Over the stage there appears a large ventilator running lengthwise; it has dampers controlled by fusible links, which would automatically open in case of fire. The stage is equipped





Plan of main floor showing how various units can be used independently. The gymnasium also serves as an auditorium and will seat the entire student body. Seat ledges are concrete and 12 tiers high on the sides.

On the east side of the stage, to the north, are dressing rooms—one above the other, while at the west side of the stage are men's and women's wash and toilet rooms, which can be entered from the gymnasium and also from the outside, so that they can be used at times when events are in progress on the athletic field.

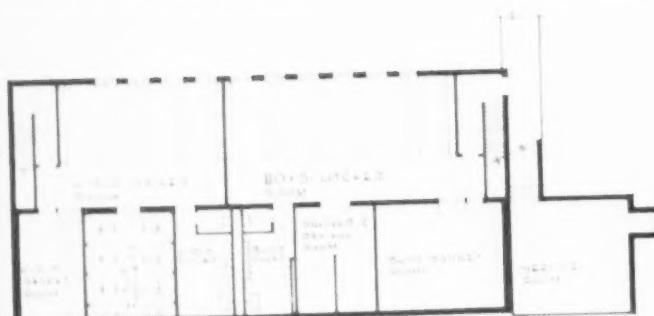
On the west side of the building at a lower level, are the boys and girls locker rooms, with accompanying showers, toilets and basket storage rooms. The windows of the locker rooms are glass block.

The building is of fire resistive construction with concrete floors and seat ledges. It has six exits.

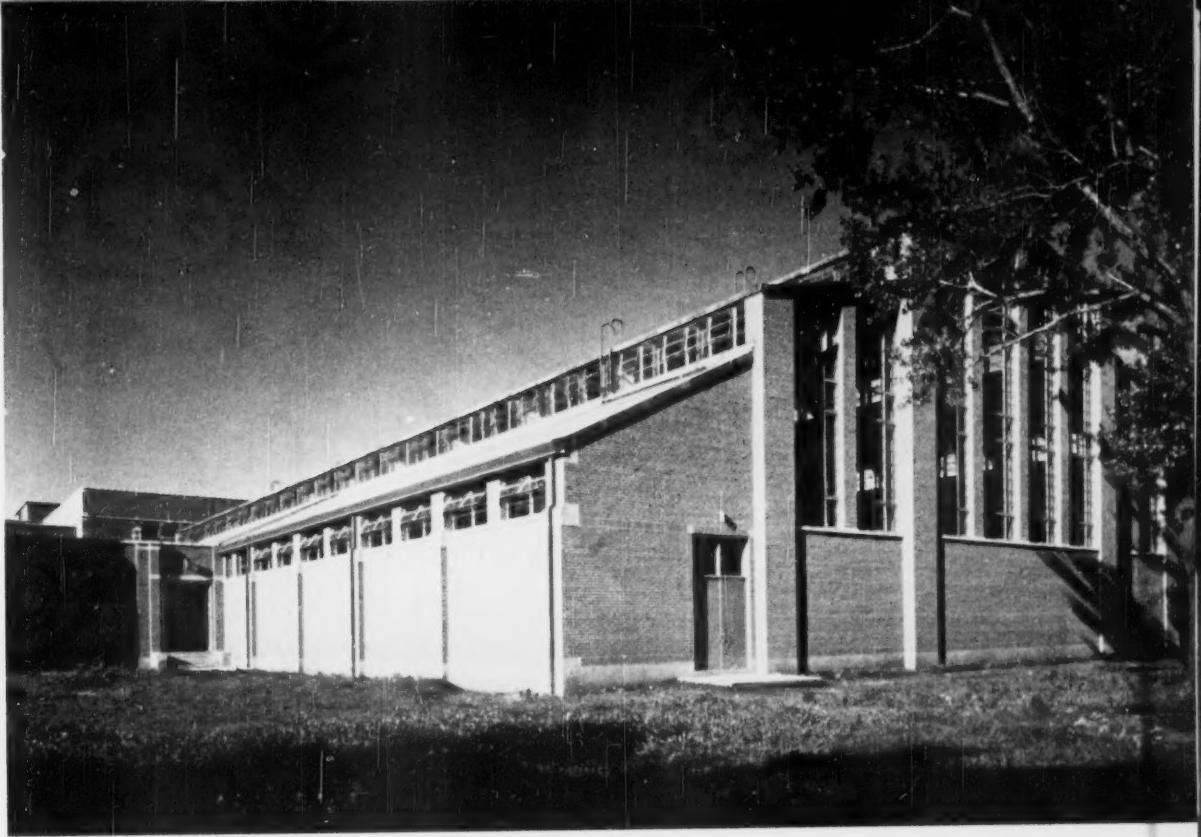
The exterior is a variegated colored face brick, trimmed with Indiana limestone, and has metal window sash and frames. Interior door frames are metal; the doors are flush, and the exit doors are controlled by means of panic devices.

The trusses over the main gymnasium are approximately 10 feet deep and have a clear span of 100 feet.

Ralph Stuart was the mechanical engineer for the new gymnasium. The building was completed in March 1950.



On the lower level are the locker rooms for boys and girls, along with showers, toilets and basket storage rooms. Windows are glass block.



## FIELD HOUSE *and four gymnasiums complete*

**huge athletic plant**

EXPANDED physical training facilities, among the largest in the nation's high schools, will greet returning students this fall at Evanston Township High School, Evanston, Ill.

More than 65,155 square feet have been added to what was already a large athletic plant. Major additions include a huge field house and a block of four large gymnasiums, together with necessary supplementary facilities, all designed by Perkins and Will, Chicago architects and engineers.

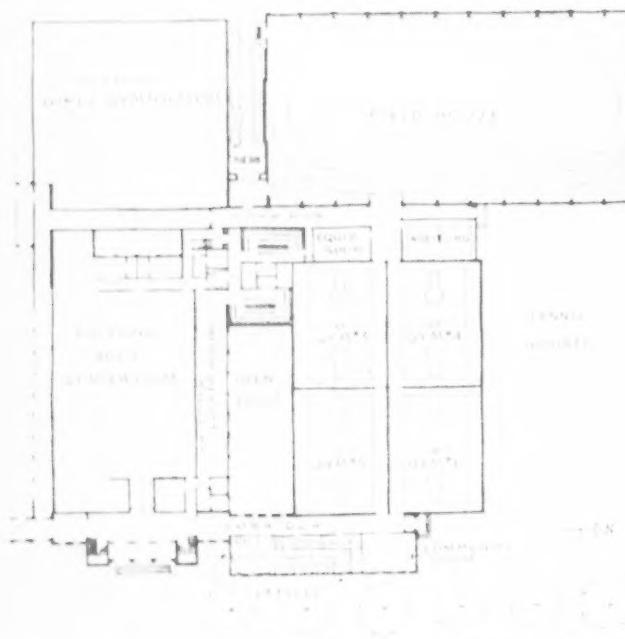
The field house, which is 146 by 245 feet in dimensions, with a clear span height of 46 feet 8 inches, will permit staging of an indoor track meet.

Four new 60 by 80 foot gymnasiums, a wrestling room, equipment





Space for an expanded sports program for Evanston high school's large student body, physical training classes, and a full-scale area for reserve military training have been provided by means of a field house and a block of four gymnasiums. The floor of the field house, above, is stabilized clay and cinders. North and south walls are more than half glass.



Floor plan indicates position of new field house and additional gymnasiums.

storage, and locker and shower space were added, together with a large community room. Athletic staff offices and storage space complete the new additions. The new construction will give the school six gymnasiums.

Building construction costs amounted to \$680,561.15, or \$0.35 per cubic foot for the 1,953,961 cubic feet in the project. Additional mechanical costs totaled \$98,276.35.

Rigid frame steel girders weighing 52 tons each support the modified monitor roof of the field house. The roof deck is of gypsum over insulated fiber glass. A resilient dustless floor of stabilized clay, cinders, tar and gravel covers the field house interior.

Seating for more than 500 spectators is located along the east wall of the field house in order to give all available space for athletic use inside the oval track. Organized parking facilities are immediately adjacent.

High windows light the gymnasiums along the north wall, with clerestories on each side from south to north. Interior walls of the gymnasiums are of concrete masonry with glazed tile facing from the floor to above head height. No seating space was provided in the new gymnasiums as they are designed for physical training classes only.

Space for a second-story expansion is available over the wrestling equipment and locker rooms.

# **How much MUSIC should be taught**

***in the average elementary and secondary school?***

THE superintendent who does not have some local band leader or musician of note looking in on his music program is indeed fortunate, for every community has its share of amateur or professional musicians.

Frequently, these persons are friendly and helpful critics of school programs, while at other times their criticism is severe. Perhaps local talent in some instances could lead a band better than can the professionally trained teacher, yet, in general, education would suffer if the law permitted anyone to teach music in our schools without first learning how to teach. Local musicians might mention the fact that in most of the states Leopold Stokowski or Arturo Toscanini would not be qualified by law to lead a high school orchestra. This is difficult for the public to comprehend, yet there is wisdom in it. Educators have completely proved their contention that teaching is a science. Mere knowledge of a subject does not in itself guarantee that one can teach.

Where, then, should the superintendent take his stand on music? Music instruction is a rather recent innovation in our schools. The chorus or orchestra usually was an extracurricular activity 25 years ago. Music today is coming into its own with such courses as theory, harmony, music appreciation, instrumental music, and numerous other activities offered as credit courses. It is losing its label of "fad" and is considered a definitely valuable study. It justifies the expenditure of taxpayers' money by offering a worthy outlet for leisure activity.

It may not be wise to argue from the cultural approach alone because many types of activity may be cultural without justifying their inclusion in the school curriculum. But boys and girls need instruction in how to utilize their leisure time enjoyably. Educators have been advising us that we

**LEO W. JENKINS**

Dean, East Carolina Teachers College  
Greenville, N.C.

should teach young people to do better the desirable things that they are going to do anyway. For this reason music should not go "highbrow" until students are ready for it. To quote the students, "Let's not get long-haired."

Some of the classical music is desirable for those who study it for its technic and form, but the average person is more concerned with enjoyment. Therefore, schools should consider the works of the popular composers. Musical comedies and operettas have given the world some fine music. It may not be too terrible in the initial stages of the program to use the term "swing music." Good teaching may lead from swing to an appreciation of other types of music. Nothing can be gained by outlawing or frowning on swing because youth will always be interested in that which is popular.

Like art, music should be organized to give some opportunity for the talented while stressing chiefly the needs of the average youth. Here, again, public schools should make no attempt completely to emulate professional schools of music in content of curriculum or methods of instruction. Music must remain but one of many worth while activities, not the predominant one.

## **FANCY WORDS ONLY CONFUSE**

It is not wise in music or in any subject to surround the obvious with fancy words. If the objective is the enjoyment of group singing or methods of singing in groups, call it that and not "esthetic creation," "ethical expression," "emotional outlet," or "discipline." Use of the latter terms only confuses the issue and adds nothing to the program. Furthermore,

the people who pay the bill are not easily fooled. As far as music's being a factor in health, the less said the better. Some educators have advanced the argument that "music develops the respiratory organs and makes for sounder bodies through better oxygenation of blood." If this is true, the fact still remains that a good run around the block would be a lot easier and cheaper, plus giving even greater benefits.

To a very limited degree and depending upon the type of students in any particular year, it may be advisable for a school to offer some musical instruction with a vocational objective. In this connection the public primary and secondary schools cannot be expected to offer anything more than preparatory work. If there is to be any carry-over value into later community or personal life the selection of the course content must be given considerable thought. Little can be gained by giving technical instruction in types of musical activity that will always require a high degree of directed leadership. It seems better to stress the easier compositions and types of musical expression and to help the students realize that further study is necessary.

In general, it seems advisable to stay within the ability of the group. Simple selections well played by a high school orchestra are much better than difficult arrangements that are poorly executed. The armed forces proved that it is a natural outlet for men to desire to sing. The benefits derived from a cappella work should be explored much farther. It has definite possibilities of becoming a highly valuable community activity.

Caution should be used in evaluating or criticizing the music program of any school because there is little evidence of any agreed-upon criteria to use in making judgments. Most

music instruction is left to the ingenuity of the particular teachers concerned and to the publishers of music materials. In like manner we must

be careful to avoid any criticism of apparent repetition, for good music is just as valuable this year as it was last year or any year in history.

## ATHLETICS SYNCHRONIZED

### for all high schools in Cleveland

FLOYD A. ROWE

Directing Supervisor, Bureau of Physical Welfare, Cleveland

THE competitive athletic activities of the 15 public high schools and the four parochial high schools in Cleveland are synchronized by the Cleveland High School Athletic Senate, a policy-making body composed of the heads of the 19 schools. Originally organized in 1934 to give leadership to the athletic programs of the city schools, the organization has attracted national attention because of the successful operation of its medical benefit fund and its unique equalization fund.

#### HOW SENATE IS SET UP

Membership in the senate is voluntary, and any school may withdraw from any portion of the senate's program as desired. Virtually all branches of athletics—football, baseball, basketball, track and field, tennis, golf, cross-country running, and swimming—are included.

The schools' athletic activities are more directly governed by the senate athletic council, which is composed of principals of four of the member public schools and one parochial school representative. The original purpose of the council was to save the time of the principals of the various schools in the handling of the athletic affairs of the group, thus leaving the principals free to discuss other matters of greater educational significance.

Membership on the council requires members being approved by the superintendent of schools. The directing supervisor of the bureau of physical welfare serves as the council's secretary and adviser. The council meets at the call of the chairman. Its decisions are final, unless and until the principals of three schools express in writing a

desire to have a ruling reviewed in a meeting of the full senate. The recommendations of the council usually are accepted without question, although the senate has the power to disapprove.

The basic rules of the senate are those of the Ohio High School Athletic Association, which are, in turn, based upon the rules of the National Federation of State High School Athletic Associations.

At stated times, meetings of faculty groups interested in specific athletic activities are held under the chairmanship of the supervisor of physical education. These are designated as games committee meetings. Schools not interested in a given sport seldom appoint members to the committee for that sport.

The games committees make recommendations for the conduct of the particular sports, referring these recommendations to the athletic council for approval. If approved, they then become part of the rules of the Cleveland Senate Athletic League.

The secretary of the athletic council has authority to draw up schedules, assign officials, and direct and supervise all events sponsored by the senate. He also is called upon to pass judgment upon protests and disputes and to interpret rules, but his decisions are reviewed by the council.

#### SOME OF THE RULES

The rules of the senate deal primarily with the conduct of sports. For example, a senate team may play only nine games of football per season, only two of them outside the environs of the city. Only 14 games of basketball are permitted, with the same restrictions. Only one track meet per

week may be held. Other restrictions concern the transfer of students from school to school.

Probably the outstanding contribution of the senate organization to the athletic picture in Cleveland is its medical benefit fund. All boys who are injured during practice or play are guaranteed complete medical service, regardless of the duration of the injury. Boys also are guaranteed two weeks of free hospitalization.

Furthermore, an equalization fund has been set up. From it all schools in the senate receive prorated amounts to assist them in buying protective equipment for their boys. This provision is necessary because some schools have difficulty in raising enough money through gate receipts to finance their athletic programs properly.

#### WHERE THE MONEY COMES FROM

Money for medical benefits and for the equalization fund comes largely from three sources: the *Cleveland Plain Dealer* charity football game, the championship basketball game sponsored by the *Cleveland Press*, and a 3 cent charge included in the price of every football admission ticket. The money from this last source goes directly into the equalization fund, while that collected from the other two sources goes primarily into the medical benefit fund. Should the amount in the latter fund be more than the cost of caring for injured boys, the excess is transferred to the equalization fund. An average of \$1000 has been given to each school annually as its portion of the equalization fund.

In the history of the medical benefit fund there have been only one or two serious injuries to contestants and no fatalities. In general, about 1000 boys receive medical attention at the expense of the fund annually.

The cost to the medical benefit fund of taking care of all types of injuries approximates the charges that physicians and dentists may make under the state industrial accident compensation regulations. A central clinic is selected annually to which the boys are directed if they wish free attention.

A boy has complete freedom in the selection of the physician or dentist to whom he goes. It is not necessary for him to accept attention from the clinic designated by the senate athletic council. However, should he select a physician or dentist not designated by the council, the latter accepts no financial responsibility for his care.



AFTER organizing a primary division, consisting of the traditional grades 1 through 5, we recognized that the type of pupil reports sent to parents was not in line with the philosophy back of the primary division idea. The purposes of our primary division are

1. To provide opportunities for pupils to progress at their own levels of ability through the first three grades.
2. To eliminate, as far as possible, strict adherence to grade levels.
3. To set up an organization in which the child can be placed where he can do his best and not be required to do work beyond his ability.

These purposes are based on the following philosophy:

1. That all children are different one from the other, in all aspects of their growth.
2. That the total growth pattern of an individual includes far more than mental achievement. Children grow physically, emotionally, morally, socially, recreationally and vocationally as well as mentally. An individual is able only so far as he develops in all phases of his total growth.
3. That failure, especially on the primary level, does not promote the best in the growth and development of the whole child.
4. That children should be started where they are in their educational program, and that a continuous successful progress, according to their abilities, should be charted over a long period of time.
5. That children be evaluated on how they progress in comparison to their ability to progress, and not in comparison to the ability of some other pupil.

The traditional report card used in many schools neglected most of the aspects of growth and concentrated on factual achievement. A child's development was slowed down or accelerated by retentions and promotions based on grades as so-called "measurements of mental growth."



Chicago Board of Education

## REPORT TO PARENTS

*of children in primary grades*

### HOWARD W. HIGHTOWER

Director of Elementary Education  
Community Unit School District No. 2  
Coles and Cumberland Counties  
Mattoon, Ill.

### VIRGINIA L. MITCHELL

Supervisor of Instruction, Elementary Schools, Mattoon, Ill.

Parents really knew little about their children after reading one of these reports. True enough, Johnny received an A in arithmetic. But did the par-

ents know how Johnny got the A? Or did they concern themselves with how Johnny obtained the grade? He might have been awarded the A be-

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PRIMARY DIVISION PROGRESS REPORT

Dear Parents:

Your child \_\_\_\_\_ who is enrolled in the Primary Division \_\_\_\_\_ is (is or is not) progressing to the extent of \_\_\_\_\_ ability. (his or her)

Below are listed the reasons for this statement:

You will want to do these things to help your child:

has shown these commendable attitudes:  
(Name of Pupil)

Principal \_\_\_\_\_ Teacher \_\_\_\_\_  
(Please detach and return to your teacher)

Parents, please list below some observations about  
\_\_\_\_\_ which you think are important for the teacher to know.

(Signed) \_\_\_\_\_  
(Parent)

---

cause he chose to spend all of his spare time in study to the neglect of his recreational and social life. Or he might have "cribbed" from the text or from his neighbor on a test. The A did not necessarily mean that Johnny was doing his best in arithmetic. Did the parents stop to realize that if Johnny had been in a group having a higher level of achievement he probably would not have received an A?

Jimmy received an F in arithmetic on the old-type report. Did this mean that Jimmy was a failure? Did this mean that Jimmy was not doing his best? Is there any reason to doubt that if Jimmy had been in a group having a lower level of achievement he would have made a passing grade?

If the organization of our educational program is to be based on the philosophy that children should be evaluated on a comparison of their achievements in the many aspects of growth to their ability to achieve, then the report we give the parent must be different.

#### NOT IN FINAL FORM

In Marion, the report to parents is not in its final form. It will likely be changed from one grade to another, as we are sure to find, as we go along, better and more functional ways of describing the pupil's growth and development. The accompanying form

extent of a child's ability. Knowing that a child is able only insofar as he develops mentally, emotionally, physically, morally, socially, recreationally and vocationally, the teacher must have as complete a picture of the child as can be obtained.

Five major methods of evaluation form the bases for the teacher's final judgment of the child's ability. These are:

1. Close observation of the child by the teacher over a long period of time in classroom activities and the more informal situations outside the classroom.

2. Significant observations made by the parents and reported either by conference or on the space on report.

3. Readiness, intelligence and achievement testing. As the need is recognized this testing program will be enlarged.

4. Complete health records including physical conditions, such as vision, hearing, height and weight. A health examination by a medical doctor and a dentist is required when a child enters school, and another physical examination is given each four years thereafter during his school life.

5. Cumulative growth records which are an accumulative record of the child's school life.

Emphasis placed on any one of these methods of evaluation depends upon the particular need of the individual concerned.

#### PARENTS CALLED IN

Before sending these reports out, we held meetings with parents in all of the attendance units in the district. The proposed reports were explained in detail. Parents were given suggestions as to their part in reporting back to the school. A discussion and question period was held at all meetings. We believe that the public is well informed on the new reports and that they will enable us to learn more about our pupils.

Certainly the parent will know more about the child. We believe that the new reports will result in a closer relationship between the home and the school and, consequently, a better educational environment for the boys and girls in Marion. In the short time these reports have been in use, we have been greatly encouraged by the increased number of parent-teacher conferences which have resulted in a better understanding of the child by both parent and teacher.

# Chalk Dust



SEPTEMBER hath 30 days, including a long awaited Pay Day which stalthe the superintendent's creditors but leaveth himself about where he began.

September Prophecy: Schools will open on the rainiest days of the month, and the janitorial efforts of the last week will be completely nullified; a number of families will sneak an extra week at the seashore, causing high blood pressure on the part of the Attendance Officer, 10 per cent more children will enroll than were expected and have to be sent home until new seats arrive; the cafeteria dishes lent to the Ladies' Aid for the summer fiesta will be missing, as will two teachers who received attractive last-minute propositions from other schools.

The clock system will fail to function because of the homemaking efforts of misguided mice, and the anticipated giant football prospects will turn out to be runts. Rumors that Mrs. Balter has moved out of the district will be found unfounded, and eight teachers will need money in anticipation of the first pay day. The Parent-Teacher Association will reorganize for action.

The kindergarten teacher will go quietly crazy with overwork, and little Putrid will tear his pants on the broken-down playground slide. The school administrator will be greeted by 50 taxpayers, just returned from Bermuda, with cries of "You lucky fellow, what did you do all vacation?" and will be held for mayhem when he assaults the fifty-first.

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## ALICE IN WONDERLAND

### XIV—Activating Public Relations

"PLEASE MAY I TALK to the superintendent of schools?" said Alice meekly. "He is not in," snapped the secretary, "and besides he already has a visitor! What's your particular gripe, and why haven't you discussed it with the assistant janitor first?" "All I want," said Alice, "is to offer the support of the Parents' League in his new campaign of public relations."

At the tocsin call of the magic phrase, the entire office staff rose and saluted reverently, while even a mouse

browsing among the piles of decaying curriculums knelt for a moment in silent prayer.

"Be seated, my dear," said the secretary in a more kindly manner. "Dr. Rancid will be free to confer with you in a couple of days."

As Alice waited she could hear a bustle and a hustle in the sanctum sanctorum that betokened tremendous activity. Harried photographers rushed about, followed by bevvies of newspaper reporters. Flash bulbs exploded as the administrator posed for his photograph. Bewildered children were led in to be pictorially patted, and sample lunch trays were served to advertise the scope of modern education. As a climax, a tractor puffed noisily into the office for "background" use as an executive seat in a picture publicizing the building program.

"Where's the fire?" asked Alice timidly.

"The superintendent is reactivating his program of interpretation," answered the secretary in the peculiar gobbledegook used by all educators.

Suddenly the administrator rushed out to address the staff. "Harmony between parent and school is our slogan," shouted he, enthusiastically kicking a couple of kids out of his way. The reporters surrounding him jotted down the words of wisdom and rushed to meet their deadlines. Quiet reigned save for a distant discord as the janitor swept out a delegation of sympathetic taxpayers.

Soon a horrible crash filled the air. "What's that?" asked Alice in alarm. "Oh," said the secretary calmly, "probably a few more pupils' desks have collapsed. But Dr. Rancid has no time for inconsequential details. The program is the thing!" The superintendent, busily reading the latest psychological volume, "Making People and Influencing What," grinned happily as he penciled a couple of bons mots on his cuff for future use.

"So that's public relations," said Alice as the secretary brushed her off and headed her for home. "Yes," remarked the Mad Hatter, who had just been evicted by an assistant principal:

*His public relations were swell  
He carried them on with a yell  
With vigor and vim  
He advertised him  
And that's why the school went to—.*

But the remainder of the ditty was lost forever as Alice, in alarm, gagged her mad friend with the current annual school report written in hog Latin.



**Putting theory into**

## GROUP-

Room transformation begun by supervisor, teacher, principal and superintendent met with such approval in the community that the board approved similar treatment for other rooms.



Madison J. Wolfe

**U**NLIKE the self-centered administrator characterized by Lady Macbeth ("What need we fear who knows it, when none can call our power to account?"), the group-centered supervisor must provide a continual accounting to those from whom he derives his power.

This article is an account of how our academic theories of supervision\* worked when they were applied to real people and problems in Houston County, Texas. If the program as it actually occurred differed somewhat from the original program we envisioned, we may suspect that the group sensed its needs better than the supervisors did and revised the program in its local situations.

The program of instructional supervision in the schools of Houston County was unique because every common and independent school district in the entire county (12 systems) was a participating member of the cooperative agreement supervisory program.

How is a cooperative agreement supervisory program organized? In Texas under the newly-enacted Foundation School Program Act, one supervisor was allowed for the first block of 40 teaching units and one additional supervisor for each additional block.

\*Murray, Thomas and Bradley, Harry M., "Teachers Don't Like Supervision When They Help to Decide It," *The National Schools*, 46, 1 (August, 1960).

of 50 units, with no credit for fractions thereof.

Since no single system in Houston County had as many as 40 teacher units, no supervisor could be employed except by the agreement of enough local districts to make a block of 40 units.

### COOPERATIVE AGREEMENT

During the summer of 1959, the county superintendent and the local district superintendents agreed that all the schools of the county would pool their teaching units and employ two supervisors to work on a countywide basis. This action was a tribute to the three superintendents of the larger independent districts, any two of which could have joined forces and employed a supervisor to serve only their systems. With all schools sharing

in the cooperative agreement, it is possible for the nine smaller school systems to enjoy the facilities and services provided by a supervisory program.

Each local superintendent and board of trustees filed agreement forms with the county superintendent authorizing the employment of supervisory personnel. He in turn filed these agreements with the foundation program act division for approval. The act provided that all cooperative agreement personnel were to be employed through the county superintendent and the county board of trustees.

The local superintendents appointed a committee of three (two local superintendents and the county superintendent) to interview and select the supervisory personnel, who were to serve on a 10 months basis.

**practice for**

# CENTERED SUPERVISION

**THOMAS MURRAY**

Professor of Education  
Sam Houston State Teachers College  
Huntsville, Tex.

**HARRY M. BRADLEY**

Former Director of Supervision, Houston County, Crockett, Tex.

The actual operation of the Houston County program began in August 1949, when the director, chosen by the committee, assumed his duties. One white and one Negro supervisor were employed to assist the director in developing an over-all program for the county.

The paramount task facing the director was to become acquainted with the teaching and administrative staffs in the county. They included about 150 white and approximately 125 Negro teachers and administrators.

In order to determine the general philosophy and tenor of the cooperative program, several conferences were held immediately with the county superintendent. Since 20 local school administrators were concerned with the program, it was difficult to find a

time for a general conference that was convenient for everyone. The administrators, themselves, met interference from local schedules when they attempted to meet with, first, local teachers and, second, a general assembly of county teachers. As a result, the general conference of administrators and teachers suggested in our first article never was held.

## FIRST STEPS

Since no general conference was held, complete understanding was not reached on such issues as the rating of teachers, supervisors serving as substitute teachers, and the rôle of the supervisor in school testing programs. The jigsaw agreement reached—and it should be observed that the individual school contributions added up to a

group portrait—was that the supervisors should map out an attainable program and proceed to develop and expand it slowly.

The first step of the director was to visit each school to become acquainted with teachers and administrators and to attend preschool faculty meetings. At these meetings it was stressed that the supervisory program was to be one of assistance to teachers and administrators in doing better those phases of the school program concerned with instruction.

The keynote of the entire program was to be "respect for the individual." It was emphasized that the supervisors were not there to impose rules, regulations, courses of study, predetermined subject matter outlines, standardized teaching methods, or any of the other bugaboos commonly laid at the supervisor's door. On the other hand, the supervisors would by every means at their command assist the teachers in the areas they indicated.

Much preplanning with teachers is necessary before a program of instructional supervision is introduced. Since the teachers of the county had not been as fully prepared for a supervisory program as is necessary for best results, the supervisors worked slowly to gain the confidence of the teachers.

After the opening of school in September, the supervisors announced that they would visit each school for the purpose of becoming acquainted with each teacher. Concurrently, the supervisors were gathering free and inexpensive teaching materials which, after screening, were made available to teachers. This provision of materials was of definite assistance in gaining pleasant entrée to various classrooms.

An intergrade library committee confers with the principal and superintendent at school C. A series of student council projects led to formation of a Mothers and Dads Club, with 300 attending the first meeting.



During the get acquainted period, the supervisors kept complete notes on all conferences and problems discussed. These were later classified for each school and for the county at large. Some 50 areas or variations thereof were listed. Of these, 29 were found to be problems in virtually all of the schools in the county. Heading the list for every school was that perennial favorite, the improvement of the reading program at all levels. The next four, on a countywide basis, were, in order, improving teaching methods, discipline, grouping and student participation in classes.

After discussing these results with the county superintendent and the local administrators, the supervisors met with groups of teachers. The consensus was that before proceeding with any detailed program of curriculum improvement, it would be wise to evaluate the elementary and high schools to determine a workable program for each school.

#### EVALUATING THE PROGRAM

The county superintendent requested the administrators to meet at his office to discuss the organization of an evaluation program. The supervisors had prepared outlines of possible approaches and methods to be used as a basis for discussion. It was finally agreed that only the elementary schools should be evaluated during the remaining five months of the term. Each school set up its own organization for study in light of local conditions, and the supervisors served as consultants upon request. The Handbook for Self Appraisal and Improvement of Elementary Schools, revised edition, distributed as Bulletin 458 by the Texas State Department of Education, was used as the basis for the study of the elementary schools. In a majority of the schools this evaluation was successfully concluded by the end of the school term.

The following additional projects carried out in the various schools of the county serve to illustrate types of services rendered to teachers by the supervisory staff.

In response to a countywide desire to improve the reading program, a consultant was obtained to demonstrate methods of teaching reading.

Another service provided by the supervisory staff was arranging for broadcasts at the local radio station. These programs consisted of the culminating activities of actual classroom

work in subject matter fields as well as of special talent programs.

The audio-visual materials program was expanded in all schools. Additional film strip machines and film strips were purchased by the various schools. Through conferences and faculty meetings, the supervisors helped the teachers make more effective use of these and other materials.

#### SOME RESULTS OF PROGRAM

In school system A, the high school principal and teachers were interested in providing a program of instruction that would be of greater benefit to the graduates of the school. In consultation with the supervisor, the faculty developed a testing program that included mental achievement, aptitude and other vocational tests. As a result of this testing program, the teachers and students feel that their school program will be enriched and will be more effective in preparing students for later life.

In school system B, a new English teacher was placed in charge of a school library which was in a state of disorganization and confusion. The teacher discussed the problem with the supervisor, and they devised a plan to make the library of service to the entire school body. Within three weeks, the library had been completely reorganized and cataloged. The teacher-librarian, at the supervisor's suggestion, put on an assembly program in the form of a play. The actors were the student librarians. They demonstrated how to find reference materials, how to remove books from and replace them on the shelves without disturbing the orderly arrangement, how to use the card index, and how to check books in and out of the library. After this demonstration, the library became a source of pleasure and profit for the student body. Student librarians continued to operate the library with a minimum of teacher supervision.

In school system C, the teaching principal of a high school worked closely with his superintendent and the supervisor on the problem of increasing student participation. So successful was this cooperative venture that the plan began with students soon widened to embrace the community. In the initial student project, the boys and girls chose to redecorate the school lunchroom. They repainted the room, replaced benches with chairs, arranged for music during the lunch

period, replaced "waiting in line" with "home style" meals, and instituted host and hostess training. A series of student council projects culminated in the formation of a Mothers and Dads Club. More than 300 persons attended the first meeting of the club May 18.

School system C has replaced the vexing problem of how to interest the public in the school with the more vexing, but desirable, problem of what to do with enthusiastic public interest.

In school system D, a community council composed of administrators, teachers, parents and other citizens made the school the community center. Typical of the activities launched by this active group was the community fair, at which families exhibited canned food, flowers, livestock, grain and textiles. In this school system occurred the room transformation shown in the accompanying photographs. Begun as a joint project of the supervisor, teacher, principal and superintendent, the redecoration of one room in the building brought school board approval of similar treatment for the remaining rooms.

During the early part of May, the supervisors, with the approval of the county superintendent, sent out brief questionnaires to all teachers and administrators. The purpose was two-fold: (1) to ascertain in what ways the supervisory services had been of assistance, and (2) to determine what problems should receive attention during the next school year.

#### CHIEF CRITICISM EXPRESSED

The survey conducted by the supervisors revealed the chief criticism of the program to be a not too unpleasant one. The supervisors did not meet enough with groups of teachers. A possible answer to the criticism might be found in the working out of the oftenest stated problem, namely, techniques of group work.

As an experiment in cooperative agreement supervision, the program as carried out gave good evidence in favor of continued cooperation. A program of this nature must be a cooperative venture in every sense of the word. The program must be evaluated by all who have been participating members, and out of their combined deliberations should emerge a new, revised program. To a worthwhile degree the Houston County program is being evaluated by many participants. With the past as a guide, this year's program will be better.

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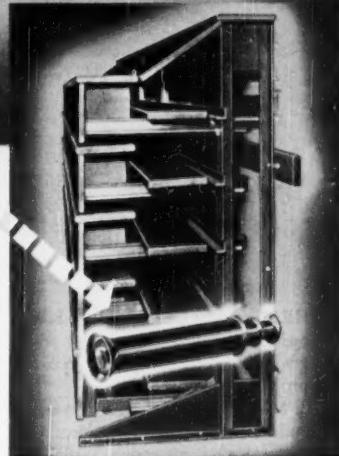


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## Audio-Visual Aids



Radio workshop students in a St. Paul high school produce material for the Minnesota tape recording project.

### Minnesota's two-year experiment with **TAPE RECORDINGS**

THE Minnesota Department of Education has completed the first year of a two-year experimental tape recording project.

All Minnesota schools receive regular bulletins from the department of education listing programs available. Most of the programs are recorded from radio broadcasts, but a few are original. A school sends the department its tape, says what program it wants, and pays postal charges both ways. There is no other cost to the school. Recording costs are paid with funds provided by an educational foundation grant. Later, it is hoped, this may become a state service paid for by legislative grants.

Preliminary indications of the potential value of this service to schools are shown by the following statistics:

More than one-fourth of the more than 500 graded elementary and high school districts in Minnesota took part in the program during the opening months of the experiment. A sampling

RICHARD C. BROWER

Supervisor of Audio-Visual-Radio Education  
Minnesota Department of Education

survey indicated that between 80,000 and 100,000 classroom contacts were made with the half million students enrolled in our schools. These figures should show a considerable increase during the second year of the program as equipment is obtained and teachers become familiar with the materials available.

More than 2000 tapes were duplicated between Oct. 14, 1949, and May 18, 1950. English, guidance, music, history, social studies, science, health, driver training, conservation and foreign language programs were in demand in that order.

At the beginning of the school year 1949-50 approximately one-half of the 500 graded elementary and high school districts in Minnesota had tape record-

ing equipment. A survey of schools in the state indicates that by the opening of the 1950-51 school year more than 90 per cent of all schools will have one or more tape recording units.

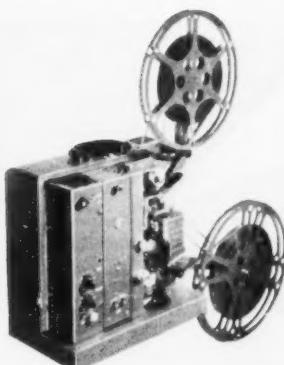
Our services, at present, can take care of 600 half-hour program duplications per month. In October, the first month of operation, the volume was at 5.6 per cent of maximum. This increased to 70.5 per cent during the month of March. April and May showed small decreases because of vacations, reviews and examinations. If increased demand warrants it, we can nearly double this output by adding more equipment; additional personnel will not be needed. Best estimates indicate that operations will begin this September at a rather high point and

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Children in a rural school in Sherburne County, Minnesota, follow with interest the tape recorded story of "Moona, the Merry-Go-Round Cow."

show a continuing growth during the school year.

All geographical portions of the state were served with educational radio broadcast materials. The material was used in classrooms ranging from kindergarten through twelfth grade and in schools ranging from one-teacher rural buildings to metropolitan high schools. The greatest use, however, was in the high schools, presumably because recording equipment is more readily available to high school teachers than to elementary teachers. This deficiency at the elementary level should be remedied. Our elementary

curriculum offerings are equal or superior to those available to the secondary schools. The need for dramatic enrichment of the curriculum with the type of material radio can handle so well is even greater for elementary than for secondary students.

Perhaps one of the best indications of the value of recorded material for enriching classroom experiences is the fact that a large number of the schools using the service repeated orders. One school sent in 35 orders for 60 programs in nine subject matter areas during the second semester, after it had purchased a tape recorder. At least four



Tape recording individualizes piano instruction for Minnesota children. This little girl is enrolled in a Lake County school.

more units now have been purchased by this school system, which employs about 110 teachers. Its program during the opening months was confined to the secondary area because of the limited amount of time and equipment assigned to the audio-visual director for work in the elementary field.

This situation is repeated many times in schools although the primary placement of an enriched audio-visual program logically is at the elementary level. One of the main points in the Minnesota project is to encourage the development of parallel programs reaching both elementary and secondary students with a wide variety of instructional materials.

In the schools in which this program has best served the needs of the students, it seems that it has been established through the efforts of an interested individual on the staff. In many cases, this was an audio-visual director, for approximately one-half of the graded elementary and secondary school districts in Minnesota have persons assigned specifically to this position. In other cases, the interested person was the superintendent or the principal, depending largely upon the size of the school. In all instances, however, when outstanding use of this material has been made, an interested individual has assumed the responsibility for stimulating classroom use of recorded radio materials. This, perhaps, would be true in the introduction of any new instructional equipment or material.

#### ADMINISTRATORS' RESPONSIBILITY

School administrators have an important responsibility for seeing that this stimulation through leadership is available to their staffs. A sound instructional program is the greatest single responsibility of any school. It should logically take precedence over maintenance, finance, transportation or the dozens of other pressing administrative details of keeping school. A modern instructional program, because of the wealth of new materials available on film and now on magnetic tape, needs leadership from administrators.

Experience indicates that in school systems in which size warrants (10 teachers or more) a coordinator, charged with definite responsibilities to all classroom teachers, may be the best administrative device for getting an enriched instructional program before the students. Perhaps one hour a day for each 10 teachers should be

# No. 4 of 5 SOUND Reasons Why Simpson Acoustical Tile is PREFERRED in Classrooms, Halls and Auditoriums

SIMPSON ACOUSTICAL TILE IS factory-finished an attractive white, giving a pleasing overall appearance to the finished job . . . a finish with high light reflection without glare. BUT . . . Simpson does not stop there! *Bevels*, too, are painted with this same attractive color. Painted bevels add a special finished effect to a Simpson acoustical installation. This is one of the five big reasons so many architects are specifying Simpson Acoustical Tile.

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Dale Tile Company, Minneapolis

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Stokes Interiors, Inc., Jackson and Greenwood

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Kelley Asbestos Products Company, Kansas City  
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OKLAHOMA  
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OREGON  
Acoustics Northwest, Portland  
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TENNESSEE  
D. E. Madden Co., Inc., Memphis, Nashville

TEXAS  
Blue Diamond Company, Dallas

UTAH  
Utah Pioneer Corporation, Salt Lake City

WASHINGTON  
Elliott Bay Lumber Company, Seattle

WISCONSIN  
Building Service, Inc., Milwaukee

held up as a goal when time is assigned for these coordinating activities, although schools have functioning programs with less than a one-tenth ratio.

The findings to date summarized indicate that:

1. It is possible to serve a geographic area with instructional materials of a radio nature with a reasonable degree of efficiency. Most of our tapes are in the teacher's hands within two or three days after they have been ordered. This means that materials are available to the teacher at the time of greatest need without her having to book them months in advance. Materials can be selected from a wide range of offerings that can be expanded indefinitely. In less than a year more than 700 classroom items have been accumulated for distribution. It may be stated, too, that just as many have been rejected.

2. It is possible to offer this service at a reasonable cost in a unit the size of Minnesota, with 20,000 teachers, half a million pupils, 500 high schools, and more than 3000 rural districts. A minimum program under which about 5000 tapes are duplicated in a year, can be maintained on a budget of about 1½ cents per pupil per year. To meet an increased demand would cost

about 2 1/5 cents per pupil per year. At the higher volume, this would work out to around 50 cents for each program duplicated. To this should be added the cost of postage, which ranges from 2 cents to 15 cents for each 15 minute program, depending upon the quantity ordered in a single shipment, and a small fraction of a cent per use for the school's purchase price of the tape. Our experience indicates that the average tape will make at least 40 to 50 pupil contacts so that the per pupil unit cost for using this material is nominal. The cost is, perhaps, lower per pupil contact unit than the cost for any other multi-sensory material, although this whole subject needs close examination.

3. The element of time and availability that has proved to be such an obstacle to educational broadcasting for classroom use in the past has been brought under a reasonable degree of control. Teachers can use a transcribed tape carrying radio materials in all sections rather than only in those in session at the hour of the broadcast. A tape recording can be played back days or weeks later for absentees or for students to review it. It can be repeated as often as necessary to pro-

vide for individual differences in comprehension.

4. Recordings can be supplied in quantity in a way that has previously proved to be impractical or impossible with almost any audio-visual medium. For example, it would be conceivable that all of the seventh-grade social studies classes in Minnesota could use a program dealing with the discovery of America on Columbus Day. All that would be necessary would be some limited degree of foresight in ordering, say two to three weeks in advance at the most, on the part of teachers. The permanent investment for specific materials for a specific occasion in non-duplicatable teaching materials runs into thousands of dollars; the permanent investment in a master tape is less than \$5. The master tape can, through duplication, be indefinitely and rapidly expanded to serve the needs of any given occasion for a whole geographic area.

#### RESEARCH NEEDED

Just a word might be added for those interested in a duplicating project to serve an area. For extensive operations, where several dozen different titles are requested in one day, most efficient service is obtained by using pairs of professional type recorders. A trained and experienced engineer can comfortably take care of two pairs of machines. Under extreme conditions of demand, if clerical help was provided, it might be possible for one engineer to operate three pairs of duplicators. If each pair has a capacity of approximately 600 programs per month per operator, it is easy to decide what personnel and equipment are needed to do a given volume of duplicating.

There are definite limitations to the use of tapes and recorded instructional materials. Current events are history before they can be used. A "canned" program may seem less spontaneous, alive and real to a class than a direct broadcast. But that is an area in which we need some clarifying research.

Transcribed materials also have limitations when compared with visual and projected materials. Recordings are more "abstract" and less "real." They provide a sensory experience entirely different from that provided by visual materials, and so are not in competition with the latter. Both recordings and visual materials are needed in the teacher's kit of tools, for both have their separate and distinct functions.



A rural school class records a radio script of "Jack and the Beanstalk." Parents listened to the recording at the next P.T.A. meeting.



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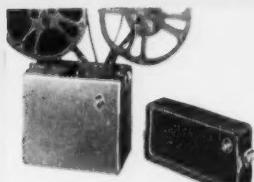
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# The School Lunch

Conducted by Mary DeGarmo Bryan



Children eat their lunch in the dining room of the Willow Brook School.

## Centralized Operation Pays Off in Oak Ridge School Cafeterias

REEF WALDREP, PHYLLIS BISHOP, and ALBERT T. BISHOP

HERE is an excellent opportunity in the atomic city of Oak Ridge, Tenn., to observe the growth and development of a school cafeteria operation. For the Oak Ridge school system is young, and the process of its growth was telescoped by World War II into a relatively short space of time.

In the summer of 1943 there were no schools; there was no city. Within six short months a well staffed school system was operating in the atomic boom town where 75,000 people were soon to throng the muddy streets and boardwalks. Cafeterias were built along with the schools, until eight out

Reef Waldrep is editor of the Oak Ridge schools staff bulletin; Phyllis Bishop formerly taught journalism at Oak Ridge and now is director of public relations for the schools at Richmond, Calif.; and Albert T. Bishop is assistant superintendent in charge of business for the Oak Ridge schools.

of 11 schools had cafeterias. In those first days the problem was to provide for the population somehow, anyhow, and to do it in a hurry. That job was done.

But with the end of the war the population subsided, and there was time to give full attention to the business of establishing a permanent school system on a sound economic foundation. New structures were begun to replace jerry-built wartime schools. Greater economy and stabilized operation were called for. Pay rolls were reduced, and cafeteria budgets came under scrutiny. School administrators set out to keep red ink off the balance sheets and succeeded.

In Oak Ridge, however, the whole child isn't just something *teachers* talk about. The business office, as well, has an educator's point of view, and, along with business efficiency, considers it important for the schools to provide

nutritious lunches. Today 7000 children in 11 schools are eating better meals prepared in better kitchens and served in better lunchrooms—and the cafeterias are self-supporting. Centralization of buying, processing, planning and distribution has resulted in both economy and quality.

The assistant superintendent in charge of business affairs heads the staff that worked the change. Under him is one buyer whose responsibility it is to keep tab on the markets and to buy the best at the lowest possible quotations. His purchases are stocked in the schools' own warehouse.

### MEAT PREPARATION

The meat this man buys requires more attention than any of his other purchases, and, to prepare and preserve it, an expert butcher takes charge when it arrives. With one assistant, the butcher processes each month some eight or nine young beef carcasses, each of which comes to him in four pieces. He checks these for shrinkage, cuts them, and keeps a record of the cuts to balance against the whole carcass. He bones, rolls and ties the cuts, weighs them, wraps them in a special paper to prevent "freezer burn" or loss of flavor, and puts them into the freezer.

Similar cuts are stored together, so that, on order, the butcher can put his hand on a 10 pound piece suitable for roasting or for being cut up to be ground, to be cubed for stew, or to be made into cube steaks. The ground beef is a popular item in the schools. When it moves across the steam table, it is all beef, no extender, flour, water, preservatives or substitutes are added to it.

Bones, cracked on a saw, and suet are collected and distributed for soup stock.

Pork carcasses are cut into roasts and the lombs into chops, which are distributed in two sizes: high school and elementary. Pork sausage is ground, and the livers are put away for future use.

A cold storage plant whose temperature is kept at 35° F. is available for the butcher's use. A wide variety of produce is on the shelves, ranging from apples to zucchini. There are butter, bacon, dried beef for creaming, lunch meat for sandwiches, frozen boned fish, ham hocks and fatback for seasoning, cheese, eggs, hams, shortening, cooking oils, oleomargarine for cooking, and, during the Christmas



*Yours truly*

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**MODEL 400**

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# Hobart Food Machines

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The World's Largest Manufacturer of Food and Kitchen Machines



**Surplus commodities, including apples, butter and potatoes, are among the foods served on this plate lunch at the high school in Oak Ridge.**

season, 2,400 pounds of young turkey hens.

Surplus commodities swell the list. In a four-month period last winter the schools received: pears, 200 boxes; dried milk, 132 cases; dried eggs, 95 cases; honey, 93 cases; cheese, 42 cases; peanut butter, 137 cases; fresh apples, 211 bushels; white potatoes, 150 bags; canned peaches, 650 cases; creamy butter, 81 cases; canned tomatoes, 266 cases; and tomato paste, 57 cases.

When produce arrives at the warehouse, it is all entered on file cards in what amounts to a permanent inventory of stock. A glance at the cards at any time tells to the pound, can or box what is available, down to the last strip of bacon. When an order comes to the warehouse, the file tells immediately whether it can be filled from stock on hand or whether the purchaser must be notified of a shortage.

As fast as the central warehouse personnel can receive and store food, cafeteria managers are making plans to get it to the children. Menus for the whole school system are made for two-week periods by two managers, one for high schools and one for elementary schools, as the result of a recent administrative move that took this function from the individual schools.

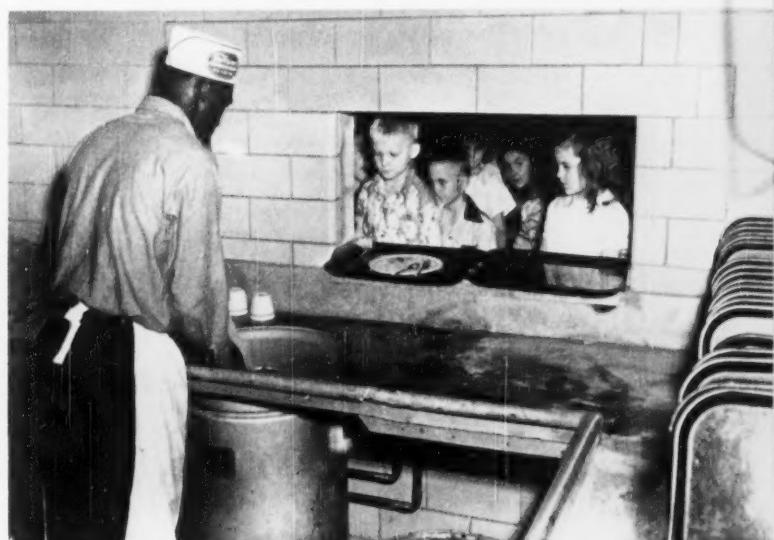
It's the story of the man, the boy, and the donkey all over again when it comes to planning the meals. The managers have to abide by the minimum federal regulations for a school

lunch in order to qualify for a 5 cent reimbursement from the government for each plate served. This means 2 ounces of lean meat or a good substitute, like macaroni and cheese, cooked green or raw vegetables, bread, butter and milk. The managers must make use of the particular supplies purchased by the purchasing agent and, finally, must please the students

Elementary students are easier to please than the older students, it appears. They'll eat a bigger variety of items and will listen to suggestions. Managers say that high school students who have eaten in the cafeterias of Oak Ridge elementary schools display better eating habits than those who have not. At any rate, consolidation of planning and buying makes it possible to have a varied menu. Pork chops, cube steaks, and roast beef appear on each week's bill of fare; the wiener routine is over in Oak Ridge.

The menus made, orders are placed at the warehouse and deliveries made to each school once a week in enclosed trucks which keep the groceries free from dust and rain. Each school "buys" items from the warehouse at cost. No money passes between the school and the cold storage plant, but the actual cost of supplies is charged to the cafeteria.

Those working in the school lunch program in Oak Ridge reflect a general satisfaction with the results they see. Perhaps their feeling is summed up by Supt. Raymond H. Ostrander, who says, "Those of us who are devoting our enthusiastic energy to preparing and serving nutritious lunches are a vital part of this job of helping young people mature in mind and body—and we are doing it without allowing red ink to appear on cafeteria balance sheets."



**Children look on as William washes dishes at Willow Brook School.**



**Anchorglass FOREST GREEN**

Rich, distinctive Anchorglass Forest Green—attractive and colorful—is ideal for use in either color harmony or contrast settings. The line includes every item for modern practical table settings.



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# JADE-ITE FIRE-KING\*



Says Harry G. Mitchell, buyer for Nedicks:

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Nedicks, "the most famous place in orange drink", comes to Anchor Hocking, "the most famous name in glass", for rugged, economical, handsome dinnerware...Jade-ite.



**Anchorglass** JADE ITE FIRE-KING RESTAURANT WARE  
Cut your dinnerware costs in half with Jade-ite Fire-King. *Heat-proof*...will not crack or craze from hot foods. *Stain-proof*...smooth, hard surface will not discolor. *Rugged*...made of durable Fire-King

Ovenglass, *Sanitary*...non-absorbent, easy to clean and keep clean. *Colorful*...makes food look better. Available in a complete service...ideal for restaurants, hotels, cafeterias, lunchrooms, institutions, fountains and coffee shops.

## is a natural at *Nedicks*

Nedicks . . . famous for quick, clean service . . . serves over four million people each month in their ninety establishments. So it is only natural that rugged, beautiful Jade-ite Dinnerware would win out at Nedicks. Jade-ite is so ideally suited for the demands of quick, clean service. Jade-ite Dinnerware can take *anything* that is dished out in the way of speed, heat and repeated runs through washing machines. Jade-ite stands up above all other dinnerware because Jade-ite is rugged, heat-proof, sanitary, stainproof and inexpensive.

Ask your jobber to show you the complete line of Jade-ite Fire-King Restaurant Ware. And at the same time, may we suggest you ask him to show you Anchorglass Royal Ruby, Forest Green and Crystal tumblers, goblets, sherbets and other essential items required for efficient economical mass feeding purposes.

*Anchor Hocking Glass Corporation* Lancaster, Ohio

"The most famous name in glass!"



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# Maintenance and Operation

## FIRE LOSSES are increasing

*because of schools' indifference to hazards*

HENRY J. WINGATE

Architectural Engineer  
New York City

SCHOOL and college fire losses are more than \$11,000,000 annually. There are about seven such fires daily, or a yearly total of 2500.

Fire protection authorities are worried over the upward graph of dollar losses, as well as the lives sacrificed in school fires. Last year six lives were lost in school fires, estimates the National Fire Protection Association. The fact that the majority of school fires

are discovered after hours has greatly reduced the number of lives lost.

Indifference of school authorities to warnings about fire hazards has contributed substantially to the extensive fire losses in educational buildings, according to Robert S. Moulton, technical secretary of National Fire Protection Association.

When a local fire department issues a warning about a school fire hazard

and corrective measures are not taken, it is seldom that legal action is used to enforce the recommendation. This is because one city or town department usually does not take legal action against another department, with the result that in the hazard cases in school buildings the fire losses have been mounting for many years.

Budget reasons generally are given by school authorities for continued infractions as reported by fire departments, and until the money needed is made available the hazards remain unremedied, constituting a constant threat to both life and property.

### RURAL SCHOOLS FIRE TARGETS

Rural schools are in general much more subject to serious loss by fire than are comparable city schools, Mr. Moulton said. Rural schools often are of inferior construction from the point of view of fire safety, water supplies for fire fighting are often deficient, and fire departments, if available, may have to travel long distances to reach a fire, with consequent delay in arrival and consequent increased fire loss.

There are many shining exceptions to this general statement, but the fact remains that, according to information about fires reported to the NEPA, the danger of fire in rural schools is definitely more serious than it is in city schools.

Simple protective equipment, such as sprinkler systems or automatic fire protection apparatus, often is missing from school buildings. Open stairwells are the rule, and concealed open areas are another factor contributing to the quick spread of school fires and resulting large losses.

Fire-resistant insulation material such as mineral wool more often than not is entirely missing from school buildings. This material is easily installed and has saved many a building from being completely gutted by fire.



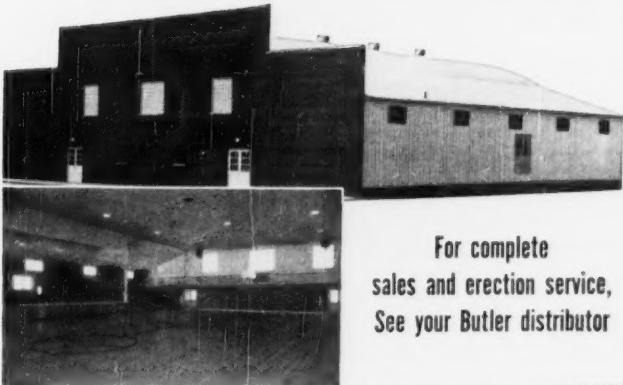
Fire completely destroyed this school building in Keller, Tex., but citizens counted themselves lucky because no lives were lost.

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Kahoka, Mo., high school uses Butler Building for music room, classroom, shop.

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Ill., used as gymnasium. Note  
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Flames shot into the night when a two-alarm blaze razed the high school at Bridgeport, Conn. Freezing weather hampered firemen.

detection equipment allowed the fire to make great headway in the two-story brick, wood-jointed building before it was discovered on a Saturday afternoon. The blaze started in a rear second floor room and spread over combustible finish in hallways and through joist channels and hollow partitions to the undivided attic. Mineral wool insulation in these partitions undoubtedly would have retarded greatly the spread of the flames.

Just 20 minutes after discovery of a fire in a college residence hall in Norman, Okla., last December the entire structure was destroyed, a loss of



Mineral wool in batts or in blanket form is fastened between wall studs; wallboard or other finish is applied over it. In plaster partitions it will retard fire for one hour.

For maximum fire protection in schools mineral wool should be placed in all open spaces in ceilings, walls and partitions and between the floor beams and roof beams. National Bureau of Standards tests proved that this insulating material when installed, full thickness, in wood-plastered partitions retarded fire for one hour. When the plaster is backed with wire lath, fire is held back for 1½ hours.

Protection of the insulation gives the fire-fighting crews an opportunity to bring fires under control in their early stages. According to the NFPA, the first five minutes of a fire are the most important to fire fighters in preventing it from spreading.

#### HEATING DEFECTS

The largest number of fires in schools, 18 per cent of the total, has been caused by heating defects, according to a study of 1116 such fires. The next highest cause was the misuse of electricity, 17 per cent, and, in succeeding order, other causes were smoking and matches, 12.1 per cent; spontaneous ignition of oily rags or material, 10.3 per cent; incendiary, 8.8 per cent; improper rubbish disposal methods, 5 per cent; careless handling of flammable liquids, 4.9 per cent; hazards associated with manual training, 4.6 per cent; open flame devices in laboratories and kitchens igniting com-

bustible materials, 4.1 per cent; explosions, 3 per cent; lightning, 3 per cent; exposure, 2.7 per cent; and miscellaneous, 0.2 per cent.

A school fire, discovered at 5 a.m. on April 10 in P.S. 26, Gates and Ralph avenues, Brooklyn, N.Y., turned into a five-alarm blaze. More than 150 firemen and 35 pieces of apparatus were used to fight it. The fire broke out on the second story of the school annex, and before it was brought under control it had burned out the upper two floors of the annex and considerably damaged the third floor of the main building.

A public school in Mission, Kan., suffered a \$151,000 fire damage last summer. The fire was discovered by a watchman 30 minutes after school had been dismissed. The blaze originated in the school auditorium and extended by means of nonflameproofed curtains to a concealed roof space. Spread to a new addition was prevented by a fire wall.

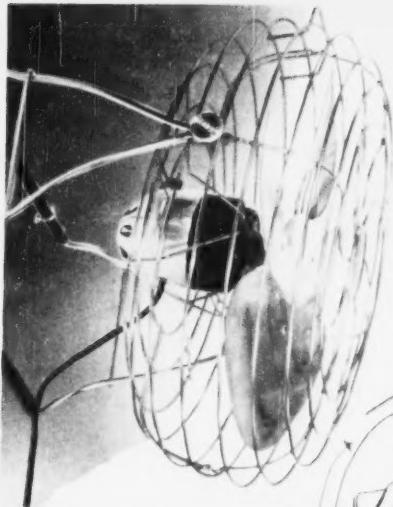
Rapid spreading of a fire in an elementary school in Medford, Mass., last November resulted in a loss of \$250,000. The absence of sprinklers and

\$358,000. Three students died in this blaze. The residence hall was a two-story wood building consisting of five 150-foot wings leading from a 370-foot main section. There were no sprinklers, detection equipment, fire walls, or other barriers.

#### NO PREVENTION WORK

These are only a few of the almost seven fires a day that took life and property toll in the nation's schools last year. Relatively simple precautionary measures would have prevented the spread of a large number of these fires. In many instances the need for fire prevention equipment had been called to the attention of the school authorities, but indifference, for one reason or another, meant that the prevention work was not carried out.

No matter what the cost, children who by law are forced to attend school deserve the best possible protection from fire hazards. Until all school authorities drop an attitude of indifference, the hazards will continue to be extensive, and the number of school fires will continue at an unnecessarily high rate.



# Keep Them Cool, Awake... And Maybe STUDIOUS with **WINDMAKER**



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20 inch	49.95	29.97	27.50

\*NOTE. The 18-inch model is most popular for schoolroom cooling. For rooms with 30 or more students, we recommend the 20-inch Windmaker.

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**FOR CLASSROOM USE**, you can now order the famous Windmaker "Versatile" Fans at wholesale prices—actual dealers' prices. This way, you'll save 40% off the very competitive retail prices.

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City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

# NEWS IN REVIEW

**War Affects Schools Bills in Congress . . . A.A.S.A. Committees Appointed . . .**

**Preparation of School Administrators to Be Studied . . . New York, Chicago**

**Schools Plan Defense Activities . . . Glenn Snow Gets N.E.A. Lay Relations Post**

## War Kills or Speeds Action in Congress on School Bills

WASHINGTON, D.C.—In Congress, talk about federal aid to education has all but ceased, though its proponents will urge such aid as a "defense measure." Revival of Civilian Conservation Corps has been forgotten, because the young men who would have been candidates for the CCC are destined for the armed services. That hopeful plan to revise the tax structure which, among other things, would have removed the federal admissions tax on events sponsored by schools has been laid aside.

On the other hand, talk about the need for universal military training has flourished in the halls of Congress. And the House has acted swiftly on the bill to aid school districts classified as "war impaired" or likely to experience "sudden and substantial" increases in enrollment because of federal activities.

This measure has been under discussion for more than a year and has been studied leisurely by a subcommittee headed by Representative Bailey of West Virginia. But as the government began to plan spending new billions for defense, letting new war contracts, hiring 700,000 new federal workers, the House jumped to action. The war impaired bill was passed with one negative vote. The Senate decided not to hold hearings on the measure in order to finish it through. The bill to aid school districts affected or likely to be affected by federal action is considered war legislation.

The House and Senate armed services committees received a far-reaching plan to train large numbers of officers on the nation's campuses. Secretary of Defense Johnson estimated the cost of an expanded army, navy and air force ROTC will total about \$3,000,000 a year. Some military men look at the

proposed legislation as a substitute for federal scholarships, since the Defense Department will in effect give the selected young men a free college education in return for an agreement to serve in the military after graduation.

The concept that the long-range war can be won more decisively with ideas, with words and with a show of humanitarianism won new friends in Congress. That is why there was more sympathy for the Voice of America, with its propaganda for American ideas, and for Point 4, with its proposed plans to help underdeveloped countries with technical and scientific knowledge.

New large sums will be voted for these programs this year although a sizable group in Congress still sneers at them as boondoggling.

## A.A.S.A. President Appoints Committees

DALLAS, TEX.—Warren T. White, president of the American Association of School Administrators, has appointed Supr H. I. Willett of Richmond, Va., as chairman of the resolutions committee for the 1951 annual meeting in Atlantic City, N.J., February 17 to 22.

Members of the board of tellers are chairman, Charles W. Willis, county superintendent of schools, Bel Air, Md.; O. H. English, superintendent of schools, Abington, Pa., and E. W. Rushton, superintendent of schools, Orangeburg, S.C.

Audit committee members include chairman, John D. Meade, superintendent of schools, Petersburg, Va.; Herschel S. Libby, superintendent of schools, Ivy

(Continued on Page 82)

## WASHINGTON AT A GLANCE

WASHINGTON, D.C.—The American Council on Education, in an official letter from Dr. Zook, withdrew from the interim committee appointed on July 28 by the Conference on Mobilizing Education for Defense, insisting that the council should be the spokesman for American education, especially for higher education. The interim committee will continue.

In order to give greater recognition to the education of Negroes, Dr. Ambrose Caliver was named special assistant to the U.S. Commissioner of Education. Dr. Caliver has been in the Office of Education since 1930. . . . The government is compiling a roster of topnotch scientific and other highly trained technicians who might be available for government service in case of an emergency. The "brains" roster is under supervision of the National Security Resources Board and the U.S. Office of Education. . . . Cele-

brate "Human Rights Day" on December 10, the U.S. State Department suggests to public schools. The observance will mark the adoption of the Universal Declaration of Human Rights last year. . . . Plans for universal military training are being revised by the American Legion. Its officers have drafted new bills for consideration by Congress.

Veterans who have started G.I. bill studies and interrupt them to go back into active military or naval service will not be bound by the July 25, 1951, cut-off date for returning to training, Carl R. Gray Jr., veterans administrator, ruled. "Korea, the Land of Morning Calm" is a title in the "emergency" bibliography on Korea rushed to press by the Library of Congress. In addition, of course, the bibliography contains other references describing in more realistic terms the people and problems of Korea.



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# NEWS...

ington, N.J., and Arthur V. G. Upton, county superintendent of schools, Clarksburg, W. Va.

## Pilot Centers Will Study Administrator Preparation

WASHINGTON, D.C.—Ways to improve the preparation of school superintendents will be studied at three universities starting in September. The three pilot centers are the University of Chicago, Teachers College of Columbia University, and Harvard

University. The project is under the direction of the American Association of School Administrators. It is paid for by the W. K. Kellogg Foundation.

This cooperative program in educational administration is under the direction of Herold C. Hunt, superintendent of Chicago schools. Local superintendents, Dr. Hunt points out, are fast becoming community leaders. They need to understand problems of public health, recreation, public finance, and government, as well as

those of a strictly educational nature. To provide this broadened background, the universities will call on their schools or departments of public health, government, journalism and other special schools. Special graduate assistance for superintendents now in service will be given first priority in the pilot centers.

## Scarsdale, N.Y., Board Rejects Demand for School Investigation

SCARSDALE, N.Y.—The Scarsdale Board of Education rejected last month by a vote of 7 to 0 a citizens' committee demand for a full-scale investigation of alleged Communist influence in the schools.

G. Stanley McAllister, president of the school board and a vice president of Ford & Taylor, New York City, declared that the board has complete confidence in the loyalty of its 138 teachers. An investigation, he said, would "seriously impair the morale of our teachers with inevitable harm to our 2,400 school children."

The citizens' committee's charges for the most part have been based on the allegation that some of the textbooks and other teaching materials have taught the Communist philosophy and at the same time have depreciated the values and accomplishments of American democracy. Books by Howard Fast, Anna Louise Strong and Shirley Graham were among those mentioned by the committee.

## Congress Asked to Pay for Transport of Surplus Foods

WASHINGTON, D.C.—The Department of Agriculture asked Congress to appropriate \$50,000,000 to pay transportation costs on surplus foods for state school lunch programs. These transportation costs are now borne by the states.

By moving the foods nearer to school lunch tables, without cost to the states, the Department of Agriculture hopes to increase the consumption of food surpluses. Supplies on hand include huge quantities of butter (enough to give a pat a day to every student in the country), canned milk, cheese, dried eggs, raisins, prunes, frozen turkey, navy beans, peas and rice.

One condition is attached. States accepting these gift foods would have to agree to use them in addition to their regular food purchases.

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## NEWS...

### Social Security Compromise Makes Legislation Certain

WASHINGTON, D.C.—Employees of nonpublic, nonprofit schools, colleges and organizations may get under the social security umbrella beginning January 1951.

The procedure for obtaining coverage was agreed on as a compromise by House and Senate conferees during the summer months. Employes would be granted old-age and survivors insurance protection only when requested through a certificate filed by the employer and by at least two-thirds of the employees. Workers who did not vote for coverage would be excluded. However, new employes hired after the certificate became effective would be covered on a compulsory basis. Church and church related schools, which have been excluded in all previous drafts of social security bills, may now obtain protection by accepting the procedure laid down under the new law.

State and local government employes covered by existing retirement systems are not eligible for coverage under the O.A.S.I. amendments. Public employes not already covered by retirement systems, however, are offered voluntary coverage through federal state agreements.

### Television Can Be Controlled, Says Northwestern Professor

EVANSTON, ILL.—Television is a force that can be controlled and in many cases used as a motivating agent to speed the accomplishment of studies and home duties, according to Prof. Paul A. Witty, professor of education at Northwestern University.

Dr. Witty reported the results of a survey of more than 2100 Evanston parents, children and teachers at a conference on developmental reading in elementary and secondary schools. The conference, sponsored by Northwestern's school of education, was held July 6 and 7.

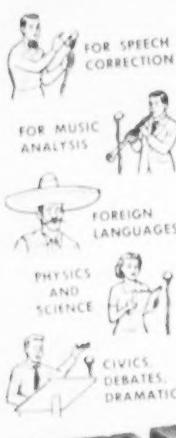
Television, said the education professor, is a real problem or liability chiefly in homes where it is permitted by the parents to become one." He pointed out that children's excessive interest in television can be controlled by intelligent parents and used to speed educational achievement.

Dr. Witty said he found that many television programs are inferior and that few are available that promote and



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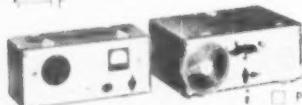
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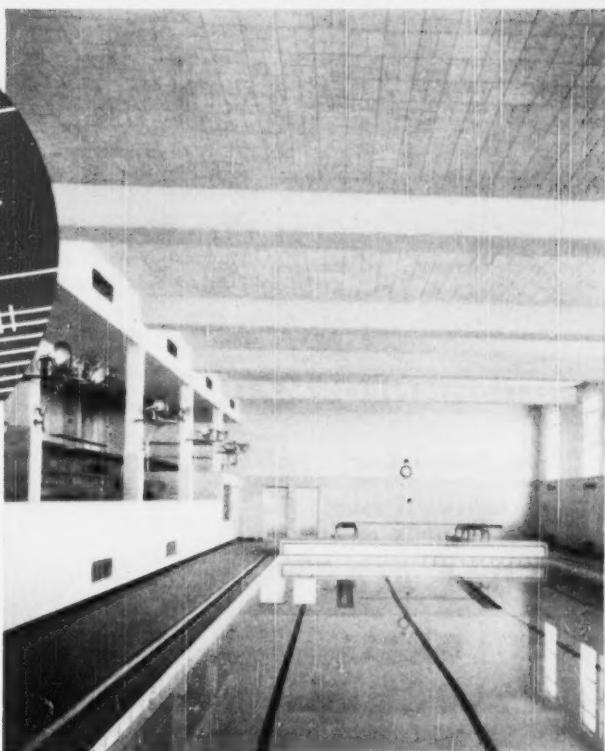
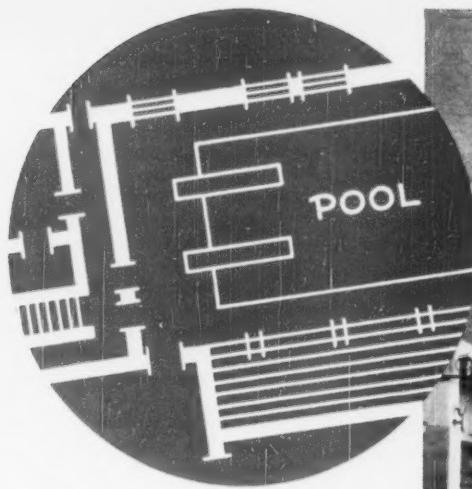
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any firm surface by cementing. Its lightweight makes for easy handling. Its flexibility allows for bending over slight curves.

There's an Armstrong acoustical material to solve every type of school noise problem. In addition to Corkoustic, there's low-cost Cushiontone or extra-efficient Arrestone for classrooms, corridors, and the lunch room, and distinctive Travertone for lobbies, offices, and the auditorium. Consult your nearest Armstrong acoustical contractor for samples and full details.



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## NEWS...

develop worthy interests or offer educational stimulation.

Parents, teachers and commercial agencies, he said, should cooperate to develop a series of more worthwhile programs. The almost universal appeal of TV to children offers an unparalleled opportunity for influencing children in positive ways. To do this, programs must be planned and developed through cooperative efforts.

The survey showed that many parents are grateful to television for keeping

their children at home. Others feel that the programs stimulate thought and imagination in children and widen their interests.

Parental disapproval, Dr. Witty said, stems from a feeling that programs are too violent, too sensational, too stimulating, and include too many Westerns.

### Students at Work on White House Conference

WASHINGTON, D.C.—Mental health and the development of emotionally

stable children will be emphasized at the Midcentury White House Conference on Children and Youth. Some 5000 delegates from state committees and national organizations are expected to attend the conference in Washington the week of December 3.

Teachers, psychologists, scientists and doctors predominate among the 15,000 professional workers now at work on fact-finding task forces for the conference. Many universities are cooperating. One task force report will deal with current educational facilities, methods of teaching, and educational philosophy.

For the first time, students and other youths are taking an active part in the preliminary stages of the conference. They serve as members of a national commission appointed by President Truman, on state committees, and on special youth projects.

### New York, Chicago Schools Plan Defense Activities

NEW YORK—The board of education has reactivated the New York school committee on civilian defense and has named the Rev. John M. Coleman, Brooklyn board member and minister at St. Philip's Protestant Episcopal Church, as chairman. Mr. Coleman is a Negro. The committee will have charge of defense activities in the schools and parent information.

The board also directed Supt. William Jansen to appoint a school defense administrator for the present war emergency.

Early in July key school officials received a special briefing on civilian defense measures in the event of atomic warfare.

The school committee on civilian defense, Supt. Jansen declares, has ready for immediate use instructions to principals in air raid drill, the recruiting of parent guards, and other acts to be taken by school heads. Heads of bureaus also have been alerted to their responsibilities.

Dr. Jansen cited to the *New York Herald Tribune* as an example of preparation, the emergency feeding of children in the schools. To this end, he said, an experiment was conducted last winter in which food was stored in schools for the emergency feeding of children on days when the school lunch truck could not get through the snow. On one day 85 schools relied on these emergency school supplies to feed the

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## NEWS...

children. The experience gained in this experiment will prove helpful in an expanded program.

CHICAGO.—Sup't Herold C. Hunt announces that plans for mobilizing the city's 14,000 public school teachers to protect their pupils will be ready by September 5.

Plans are also being considered to use school buildings for community first-aid centers, food centers and assembly points for dissemination of information to children and parents.

### Fund Established for Publication of History of Michigan

YPSILANTI, MICH.—To provide funds for the writing and publication of a textbook history of the state of Michigan and of a history of education in that state, the late John M. Munson left the bulk of his \$150,000 estate for the establishment of the John M. Munson Michigan History Fund. Mr. Munson, who died recently, was president of Michigan State Normal College at Ypsilanti for many years.

"I consider it important that the citizens of Michigan have adequate and correct knowledge of the history and functions of the state of Michigan and its institutions and that this should be taught to the young people in its schools and colleges," Mr. Munson said in his will, "and to this end I direct that,

"(1) There shall be made available, in book form, a history suitable for the elementary and high schools, giving the basic facts and the development of the state of Michigan to its present status, and

"(2) There shall be made available, in book form, a history suitable for teacher education institutions, devoted to the history of education in the state of Michigan, outlining clearly the constitutional and legal basis upon which the structure of public education rests, as well as a clear and thorough account of the organization and operation of the whole system of public education of the state.

I direct that the first book shall be produced in sufficient numbers to furnish a copy to each school district, county and city library and that the second book be produced in sufficient numbers to furnish a number of copies to each library of each of the [education] colleges.

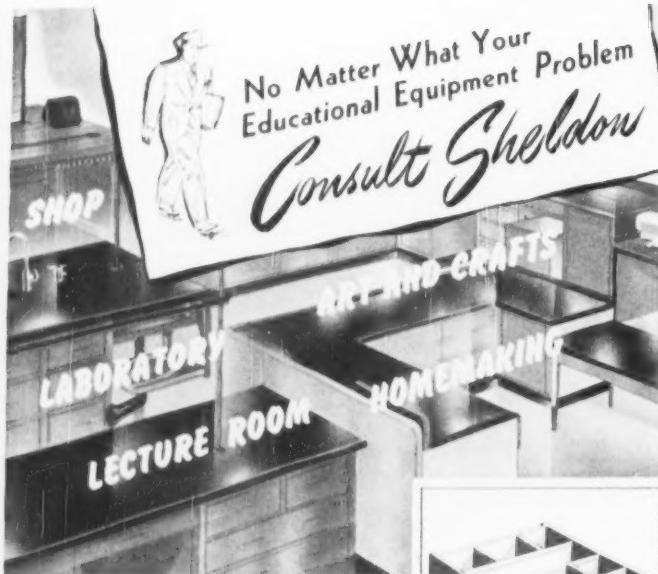
The Michigan State Historical Commission was empowered by Mr. Munson's will to hire persons to prepare and publish the books and to take charge of their distribution.

### Increased Use of Audio-Visual Materials Predicted at Meeting

CHICAGO.—Increased use of audio-visual materials particularly in view of the present international crisis, was predicted in panel discussions and round tables and by speakers at the National Audio-Visual Convention held in Chicago July 28 to August 2. More than 1,400 educators, manufacturers and distributors in the audio-visual field attended the meeting.

Participating organizations were the Film Council of America, the Midwest Forum on Audio-Visual Aids, and the Educational Film Library Association.

One of America's greatest morale weapons in the battle for supremacy between democracy and communism, Roy E. Larsen, chairman of the National Citizens Commission for the Public Schools, told the convention, is the translation of equality of opportunity into concrete action. To a great extent, he

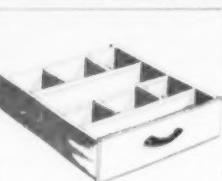


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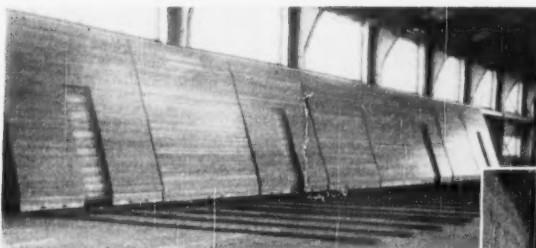
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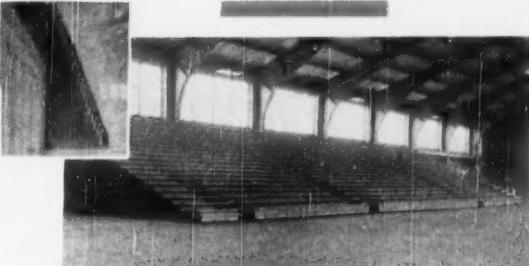
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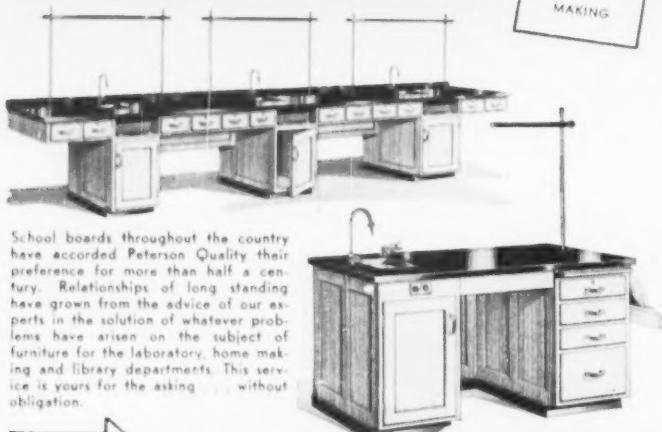
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## NEWS...

added, this depends upon equality of educational opportunity. films, radio and other audio-visual tools are a medium through which the public can be informed of this dependency and join the fight for better education.

Edgar Dale of Ohio State University predicted that some form of world government will be established in the next 50 years. The kind of government it will be depends to a considerable extent, he said, on the rôle the media of mass communication play in educating the public rather than in merely trying to entertain it.

Speaking at the Film Council's annual banquet, Robert J. Blakely, chief editorial writer for the *St. Louis Star-Times*, pointed out the need for films to teach the basic sameness of people all over the world and to educate the people of all cultures to recognize the importance of the individual in society. The technical aspect of film making, he said, is less important than is what is done with films and to what purpose they are dedicated.

**Federal Scholarship Bills  
Provide for War and Peace**

WASHINGTON, D.C.—Two federal scholarship plans—for war and for peace—are before Congress.

Bills designed to procure junior officers for the armed forces through college scholarships were introduced by Senator Tydings (D., Md.) and Representative Vinson (D., Ga.).

To be eligible for the military scholarships, an R.O.T.C. student must agree to participate in one summer training period and to accept a commission in the United States Army, Navy or Air Force, if offered. (If not tendered, the student must accept appointment as a commissioned officer in the reserves.) Graduates would be required to serve three years on active duty and to continue in the reserves until the completion of a total duty of six years. A maximum of \$600 a year per student would be granted for tuition and other university fees, plus a living allowance of \$50 a month for four years.

Cost of the program, as estimated by Secretary of Defense Johnson, would be about \$75,000,000 the first year (twice the current cost of R.O.T.C.) and would increase to approximately \$112,000,000 by 1959.

A student-aid plan for civilians, to be administered by the commissioner

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*Year after year after year*



*in school after school after school*

Floor of  $33\frac{1}{2} \times 1\frac{1}{2}$  inch Second Grade Northern Hard Maple in auditorium-gymnasium, Squantum School, Quincy, Mass. Architects: Coletti Bros., Boston.

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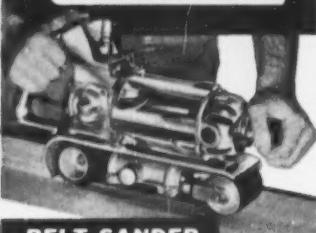


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## NEWS...

of education, was also sent to Congress in late summer. As proposed by the Student Aid Act of 1950, awards would be made by state commissions on federal scholarships to young men and women who demonstrated "outstanding ability to do work in higher education," who were not eligible under the G.I. Bill of Rights, and who needed financial help to go to college. Discrimination based on "sex, creed, race, color, national origin, residence or citizenship" would be barred. The amount of the stipend would be about \$800 a year and would normally be granted to a student for four years.

Candidates would be free to attend any approved institution of higher learning in the United States or elsewhere. They could follow any course of study offered and make such use of their education as they chose. An initial appropriation of \$15,000,000 would be asked for the first year, which gradually would increase to an annual sum of \$60,000,000. When in full operation the program would provide scholarships for some 75,000 students.

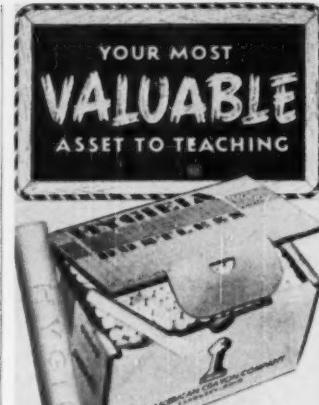
The student aid bill also provides for a revolving fund to be used for making insured loans.

"While the ends to be served by these legislative proposals are different, both are concerned with federal assistance to individuals seeking a college education," points out Secretary of Defense Johnson, "and the two programs should not be competitive."

### UNESCO Conference Examines History and Geography Texts

BRUSSELS, BELGIUM—A seminar in Brussels sponsored by UNESCO is considering ways of improving history and geography books. The session, which will continue through August 23, will study the contents, presentation and use of textbooks in various countries. It will consider ways in which textbooks can assist in the development of international understanding and world cooperation.

Many textbooks, which are written in good faith, a UNESCO announcement explained, contain conceptions and stories harmful to the minds of children. For example, it was pointed out, "for many children, history is just a succession of battles, a calendar of violent happenings. . . . For centuries the teaching of geography and history has served to foster the most aggressive national sentiments instead of pointing the



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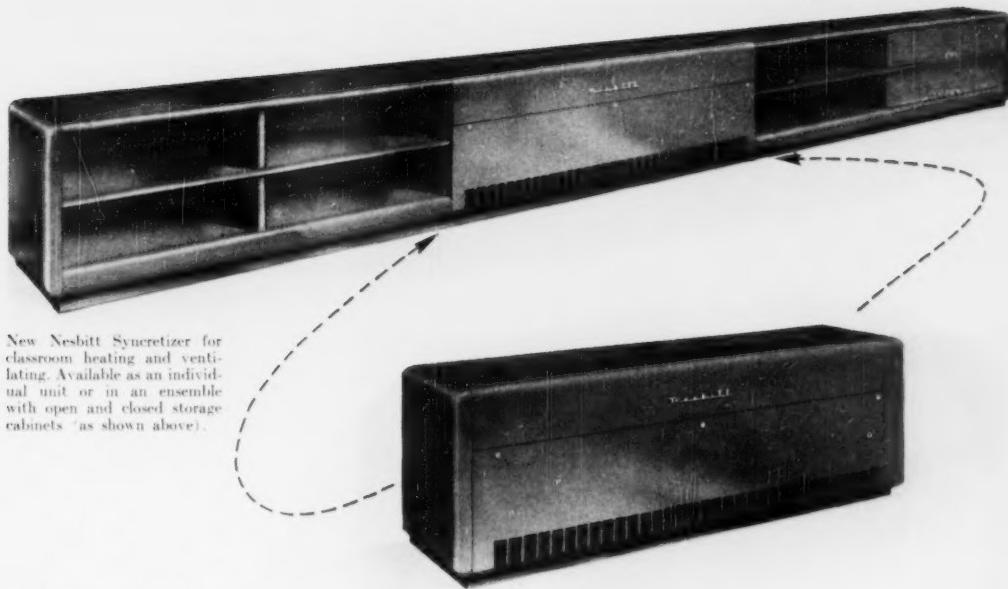
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The NATION'S SCHOOLS



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## NEWS...

way toward world community and underlining the solidarity which unites men."

### Council for Exceptional Children Opens Office at Washington, D.C.

WASHINGTON, D.C.—The International Council for Exceptional Children will open a new office at N.E.A. headquarters on September 1. Harley Z. Wooden, former superintendent of schools in Flint, Mich., will become the organization's first executive secretary.

Up until this time volunteers have handled the business affairs of the council, with representation at N.E.A. headquarters through Lyle W. Ashby, assistant secretary for professional relations.

Mr. Wooden spent 11 years as superintendent of the Michigan Schools for the Deaf at Ypsilanti; previously he was state director of special classes and schools.

The council will hold its annual meeting in New York City April 18 to 22, 1951.

### World Teachers' Group Stresses Education to Bring Peace

Ottawa, Canada—The need for education to help bring about world peace and understanding and to give free men everywhere greater courage to uphold democratic tradition was stressed at the meeting in July of the World Organization of the Teaching Profession.

Delegates from 26 nations attended the conference. All of those nations face similar problems: a critical teacher shortage, a growing shortage of school buildings, inadequate equipment and supplies, and growing need for curriculum reform.

However, the educators were hopeful that the peace of the world could be made secure if the democratic peoples worked together. They maintained that strong educational systems could play a major rôle in winning the ideological war.

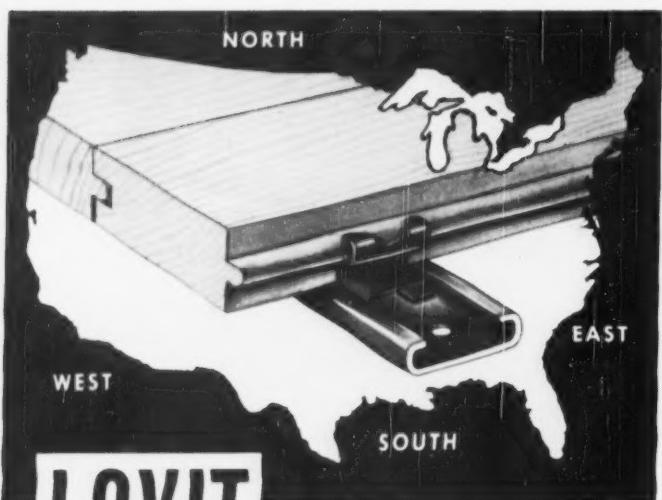
The delegates opposed communism and called upon teachers to "tell the truth" about Russian aggression. Only as "propaganda lies" are counteracted with "democratic truths," they agreed, can a sound basis for peace be realized.

William F. Russell, president of Teachers College, Columbia University, called upon teachers to help quarantine the spread of communism by blocking it before it makes any inroads in the education profession.

Dr. Russell said the time has come to make a scientific study of the causes of democratic downfall. Just as millions of dollars were used in the fight against various diseases, similar sums could profitably be spent to discover the cause of "anti-democratic epidemics," he insisted.

"Unless we take this problem more seriously than we have in the past we are doomed to be slaves," warned Dr. Russell. "We must discover why some of the democracies have broken down and why nations have succumbed to communism. Some of the causes may be found in unbalanced budgets, unsound Townsend plans, or crooked politicians. After determining the causes we must see how to prevent people from getting the Communist disease or to cure them after they have become ill."

The delegates approved a tentative constitution for a world confederation of the teaching profession, which would take in all educational organizations except those in the Soviet Union and its satellites. The member groups, in addition to the World Organization of the



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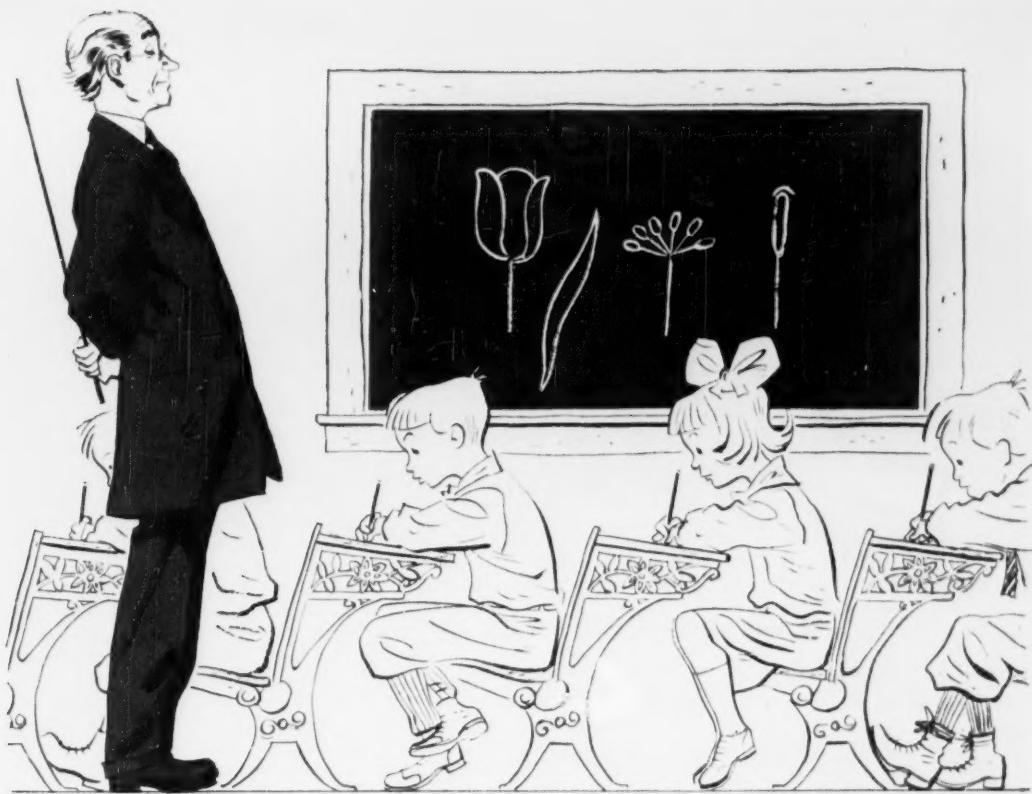
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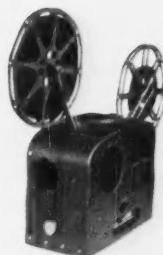
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## NEWS...

Teaching Profession, would be the International Federation of Elementary School Teachers and the International Federation of Secondary School Teachers.

### New York Teacher's Trial to Begin September 18

NEW YORK.—The trial of David L. Friedman, one of the eight local teachers suspended without pay for refusing to say whether they were members of the Communist party, will begin September 18. Dr. William Jansen, superintendent of schools, suspended the teachers on May 8. Friedman was the only one of the eight charged specifically with membership in the Communist party.

Trials of the other seven teachers will follow in alphabetical order. Theodore Kiendl, board of education trial examiner, has announced.

All eight teachers are members of Local 555 of the Teachers Union of the United Public Workers, and two are union officers. The charges against them are insubordination and conduct unbecoming a teacher.

After the trials Mr. Kiendl will submit his decision to the full board of education, which can accept, reject or modify the recommendations. The teachers can appeal then, if they wish, to the state commissioner of education.

The accused teachers, through a union spokesman, expressed resentment of the fact that Mr. Friedman will be tried first.

### State Refuses to Lift New York City Ban on Nation

ALBANY, N.Y.—Lewis A. Wilson, acting state education commissioner, has refused to lift the New York City schools' ban on the weekly magazine *Nation*.

Mr. Wilson refused to reopen the case or to reverse the standing decision issued a year ago by the late Commissioner Francis T. Spaulding. The magazine was dropped from the New York City schools' approved library list June 8, 1948. The ban has been extended to include the current school year.

### Can Retire at Age 60

TRENTON, N.J.—Teachers who have taught 35 years in New Jersey can now retire at the age of 60. The legislature recently amended the teachers' pension and annuity fund act to eliminate pension reductions formerly made when teachers retired after 35 years of service but before they were 62.

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## NEWS...

### Michigan Plans Camping Education for Older Youth

LANSING, MICH.—The rapid development of the camping and outdoor education program in Michigan, particularly the emphasis on camping experiences for older youth, has now centered attention on the problem of education for out-of-school youth.

The 50 or more secondary schools in the state that now provide some camping experience indicate some things that need to be done in community edu-

cation, particularly for youth from 17 to 23 years old," believes Julian W. Smith, chief of outdoor education, Michigan Department of Public Instruction.

"The opportunity for boys and girls to participate in purposeful work experiences on the land has been particularly significant, along with the values of planning and working together in out-of-classroom activities," Mr. Smith explained.

"It now becomes much clearer that the community school has a responsibil-

ity for a flexible educational program that provides learning and working experiences. It is said that there are now 1,000,000 youth, aged 17 to 23, that are not in school and not employed. Michigan's share of that total might be approximately 50,000."

Lee M. Thurston, state superintendent of public instruction, expects that pilot programs can be started soon to provide a dramatic experiment in work camps that will function as a part of the community school program. The work-learn camp on public lands would be a demonstration of how an educational job can be done by the state and local community, with such federal assistance as might be available. This program would attempt to show that the purposes of such programs as C.C.C. and N.Y.A. could be achieved more effectively and at the same time be a part of an ongoing educational effort.

The Michigan department of conservation, of which P. J. Hoffmaster is director, would cooperate in the work camp aspect of the program where Michigan youth would be engaged in projects of land improvement in some of Michigan's 6,000,000 acres of publicly owned lands. Other state departments and local agencies will be a part of the effort. It is expected that within the next year leaders throughout the nation will have a chance to see an older youth education program in action in Michigan.

Concludes Mr. Smith: "Michigan educators believe that the problem is not too difficult to attempt solutions. They are encouraged by the success and sensational development of the camping and outdoor education program as a new device of education to meet youth needs. The proposed pilot program for older youth has great implications for the development of the community college and a complete program of education on a community basis."

### N.E.A. Names Glenn Snow to Lay Relations Post

WASHINGTON, D.C. — The N.E.A. has selected Glenn E. Snow as assistant secretary for lay relations. Dr. Snow, formerly president of Dixie Junior College, St. George, Utah, assumes his position on September 1. His function will be to create friendly relations between the N.E.A. and business, civic, labor and parent-teacher groups.

Dr. Snow becomes part of a triumvirate of assistant secretaries supporting

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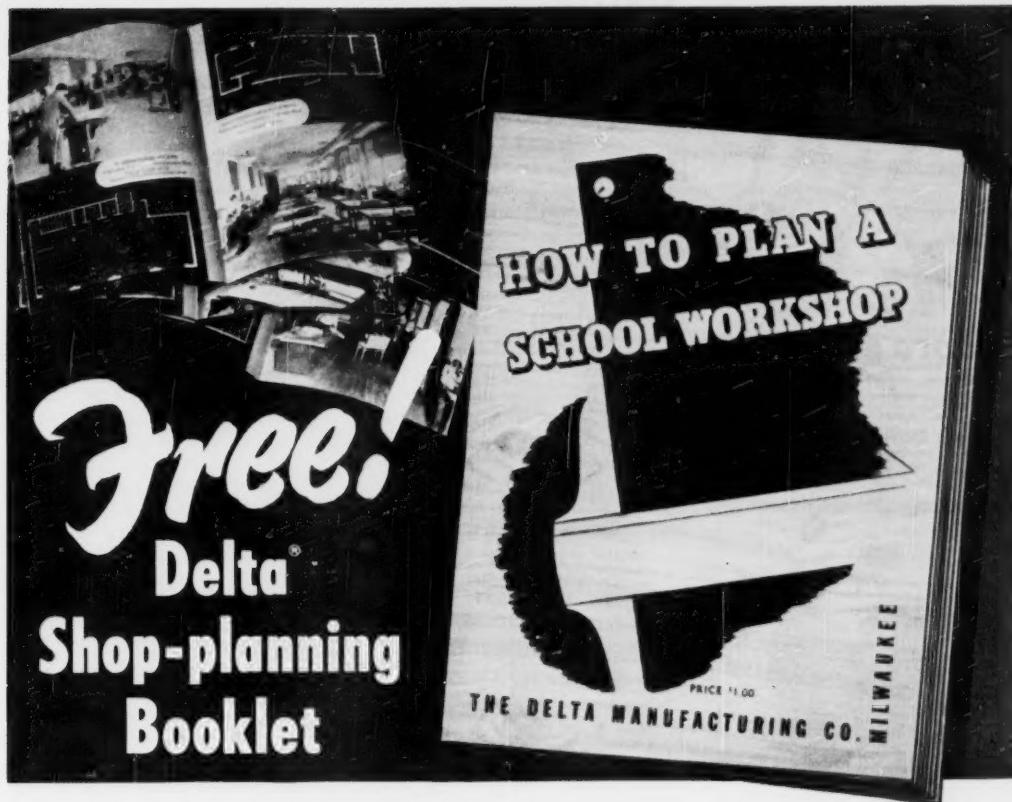
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## NEWS...

Dr. Willard Givens, N.E.A. head. The others are Lyle W. Ashby for professional relations and Karl H. Berns for business management.

To make room for N.E.A.'s expanding staff, the association has purchased the Martinique Hotel, located next door to the present headquarters on 16th and M streets, N.W. It will move into the new structure "on a gradual basis."

### Rural Superintendents Plan Conference

WASHINGTON, D.C.—County and Rural Area Superintendents, a division of the N.E.A.'s department of rural education, will hold its fifth national conference in Columbus, Ohio, October 8 to 11. The theme of the meeting will be: "My Professional Job as County Superintendent." President Michael S. Kies, superintendent of schools of Milwaukee County, Wisconsin, expects around 1000 administrators to attend. Paul West, superintendent of Fulton County schools, Atlanta, Ga., will take office as president at the convention.

### Survey Begun of New York's Educational Administration

NEW YORK—Dr. George D. Strayer began on August 1 a survey of the city's educational administration, for which \$190,000 has been allotted by the city. The survey, the controller says, will concern both the board of education and the board of higher education.

Dr. Strayer will be assisted by Louis E. Yavner; the study will be completed by October 1951.

The city board of estimate also has voted the sum of \$240,000 for a career and salary plan for 100,000 civil service employees. This study will be made by Griggenhagen and Associates, management consultants.

### Camp Life Precedes Teacher Training at Adelphi

CANTON, N.C.—The seven-week orientation program for freshmen who will enter the teacher education program at Adelphi College, Garden City, Long Island, N.Y., will end here September 8 when the party will head for the Adelphi campus and regular classroom work.

Seven weeks in a camp near here is expected to give the students an introduction to college life and study. Among other things, they are studying the social and economic life of the region about Springdale Farm, a secondary preparatory school occupying a 1200 acre tract

of farm and wood land in the Pigeon River Valley and the Blue Ridge Mountains.

In addition to their studies, the students aid in keeping the table stocked with fresh vegetables and meat by taking part in the farm work.

Dr. Agnes Snyder of Adelphi College is director of the camp program and she and Dr. Thomas Alexander of Teachers College, Columbia University, and curriculum consultant at Adelphi, comprise the faculty.

### Mobley of Georgia Will Succeed Dennis at A.V.A.

WASHINGTON, D.C.—M. D. Mobley, state director of vocational education of Georgia since 1937, will be the new executive secretary of the American Vocational Association. He will succeed L. H. Dennis.

Mr. Mobley, a native of Georgia, is a graduate of the University of Georgia, and holds the degree of M.S. from Cornell University. In 1945 he received the degree of LL.D. from Piedmont College. He has been especially active in vocational agriculture. In 1945 he served as president of the A.V.A.

Mr. Dennis, whose career in vocational education dates back to the turn of the century, retires from the A.V.A. on January 1. He has headed the Washington office since 1934.

### School Health Is Bulletin Topic

WASHINGTON, D.C.—School health is the theme of a special issue of the Children's Bureau monthly bulletin, the *Child*, dated August-September 1950. Keynote article on better health for school children is by Leona Baumgartner, associate chief of the Children's Bureau, Federal Security Agency. Dr. Benjamin Spock follows with a survey of existing mental health programs in the schools. Other articles deal with health problems of the adolescent and with school health institutes. Ways of testing and improving sight, hearing, speech and nutrition of school children are suggested. A final article deals with protecting the health of children of school age who work.

### "Peace Loving Classes" Are Graduated in U.S.S.R.

WASHINGTON, D.C.—"Noble work for the good of their Motherland awaits each of this year's graduates of institutes

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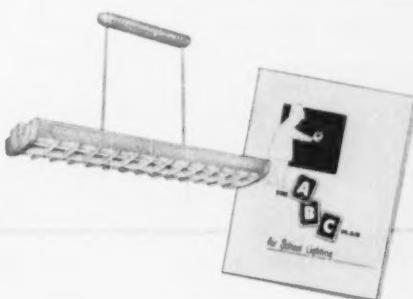
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## NEWS...

and universities of the USSR," a recent *U.S.S.R. Information Bulletin* points out.

On graduation from an institute or university the student receives a month's leave with pay at state expense. Not a single day's pay is lost between his last stipend as a student and the first salary payment.

For example, the 150 young men and women graduated in geography from Moscow University this year went to different parts of the country, where the

geomorphologists will find interesting work in expeditions "for exploring new deposits of valuable metals." The climatologists will get jobs in meteorology, and every graduate was able to get jobs in accordance with his inclination.

In the elementary and secondary schools 35,000,000 Soviet children successfully finished the school year in June.

"Everywhere the pupils' answers at the examinations manifested a deep knowledge of the subjects they had studied, an ability to express their thoughts

in literary language, and a high degree of intelligence," writes Alexander Solov'yev in the U.S.S.R. bulletin.

"Written compositions on literature attested to good preparation and a high level of political consciousness. All that they said and wrote expressed their love for and gratitude to their Motherland, the Soviet Government, the Communist Party, and Comrade Stalin for their constant solicitude. The compositions revealed the high ideals of Soviet children and their desire for peace."

Nina Ageeva, graduate of Girls' Secondary School No. 328, Moscow, wrote in her composition: "And now that such a sharp struggle between the two camps is in progress, I am confident in the victory of the camp of peace."

Many of the children are spending their summer vacations in children's resorts and rest homes. Millions of them are taking part in excursions to study their native land and to make experiments at young naturalists' stations. In some of Moscow's suburbs 1100 Pioneer camps have been opened, and these accommodated almost half a million school children this summer.

### Conference to Discuss Safety for Schools and Colleges

CHICAGO.—Twelve sessions on school and college safety will be included in the National Safety Congress and Exposition to be held in Chicago October 16 to 20. In addition, 19 committees of the National Safety Council's school and college division will have 34 meetings.

"The Contribution of Educational Thought to Safety" will be discussed at the opening meeting October 16. Other topics for discussion during the meeting will be how to work with parents, getting the child to school safely, keeping the child safe while he is in school, and methods of teaching safety. The 12 scheduled sessions will cover the preschool through the college graduate level.

### Survey Shows Value of Driver Education

NEW YORK.—A recent survey made in Delaware has shown the value of high school driver education by disclosing the fact that 1100 young drivers who received this training were involved in only one-fourth as many accidents as 1100 untrained drivers, according to the Association of Casualty and Surety Companies' accident prevention department.

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In the floors and walls, roofs and ceilings of many modern schools, PC Foamglas has proved its ability to aid temperature control in classrooms, corridors, gymnasiums and auditoriums, even under extreme variations of outdoor temperature.

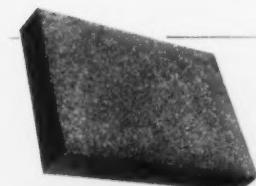
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tionally effective insulation. And, being glass, it has unusually high resistance to moisture, vapor, acid atmospheres and other destructive elements, is noncombustible, verminproof and odorless. The resultant freedom from repairs, maintenance and replacement makes Foamglas a truly economical insulation. When properly installed, Foamglas retains its original insulating efficiency.

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## NEWS...

### Schools May Be Asked to Assist Aging Population

WASHINGTON, D.C.—Public school systems may soon be asked to provide study programs for grandparents and other aging folk. This was indicated by a National Conference on Aging held in Washington by the Federal Security Agency, August 15 to 17.

Dr. Wilma Donahue, University of Michigan, led a section on Education for an Aging Population. The group dealt with educational programs for

the older adult in relation to mental and physical health. It discussed the possibilities for greater economic independence in old age through occupational reeducation. It explored educational activities as a leisure-time resource. Practical ways of adapting existing educational facilities and programs to serve older people were considered.

The conference also offered suggestions for educating the public to understand problems of the aged.

## COMING EVENTS

### AUGUST

27-Sept. 2. National Conference of Professors of Educational Administration, Ithaca, N.Y.

### SEPTEMBER

25-28. Association of School Business Officials, Chicago.

### OCTOBER

9-11. Fifth National Conference of County and Rural Area Superintendents of Schools, Columbus, Ohio.

16-19. National Council on Schoolhouse Construction, Miami Beach, Fla.

16-20. National Safety Congress and Exposition, Chicago.

18-20. Annual fall conference, N.E.A. Department of Adult Education, Chicago.

26-28. National Society for Crippled Children and Adults, Chicago.

30. Association of Urban Universities, Cleveland.

### NOVEMBER

5-11. American Education Week.

8-10. School Food Service Association, Kansas City, Mo.

27-30. National Council of Chief State School Officers, Washington, D.C.

28-Dec. 1. American Vocational Association, Miami.

### DECEMBER

3-7. White House Conference on Children and Youth, Washington, D.C.

11-14. National School Service Institute, Palmer House, Chicago.

26-30. American Educational Research Association. Joint meeting with American Association for the Advancement of Science Education Section, Cleveland.

28-30. National Business Teachers Association and National Association and Council of Business Schools, Cleveland.

### FEBRUARY

10-14. National Association of Secondary-School Principals, New York City.

10-15. Association for Supervision and Curriculum Development, Detroit, Mich.

17-22. American Association of School Administrators, Atlantic City, N.J.

### APRIL

9-14. American Association of University Women, Atlantic City, N.J.

16-20. American Association for Health, Physical Education and Recreation, Detroit.

18-21. International Council for Exceptional Children, New York City.

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## THE BOOK SHELF

*Printed publications of interest to school administrators are listed as received.*

### ADMINISTRATION

**Secondary Education.** Basic principles and practices. By William M. Alexander, former superintendent of schools, Winnetka, Ill., and J. Galen Baylor, professor of secondary education and chairman of the department, University of Nebraska, Lincoln and Co., Inc., 222 Madison Ave., New York 16. Pp. 536. \$4.

**Introduction to American Public Education.** By Ulric A. De Young, professor of education, Illinois State Normal University. Second edition. Brought up to date to include World War II and the postwar period. Includes a discussion of the role of education in American democracy

and democracy in education and the role of the United States in international education. McGraw-Hill Book Company, 330 W. 42d St., New York 18. Pp. 676. \$4.50.

**Education of the Gifted.** Educational Policies Commission. The statement recognizes problems and offers recommendations concerning the education of gifted children. Order from N.E.A., 1201 16th St., N.W., Washington 6, D.C. 35 cents.

**Bibliography of Educational Public Relations.** (Monographed.) Compiled by Whitman Daniels, Cornell University, Ithaca, N.Y., and published by the American College Public Relations Association. Pp. 45. \$1.

### CURRICULUM

**The Community in Your Classroom.** Cooperative occupational training in Michigan schools. Bulletin No. 297, Michigan Department of Public Instruction, Office of Vocational Education. Discusses school programs combining education and supervised work experience. Pp. 26.

**Bicycle Safety in Action.** Prepared to assist schools in teaching bicycle safety as part of the total educational experience of young people in school. Illustrated. Published by the National Commission on Safety Education, N.E.A. Order from N.E.A., 1201 16th St., N.W., Washington 6, D.C. Pp. 48. 50 cents.

**Fire Safety.** For teachers of intermediate grades. Published by the National Commission on Safety Education and the National Council for the Social Studies of the N.E.A. Fire Safety Series, No. 2. Order from N.E.A., 1201 16th St., N.W., Washington 6, D.C. Pp. 32. 50 cents.

**Prejudice in Textbooks.** By Maxwell S. Stewart, based on American Council on Education committee report, "Intergroup Relations in Teaching Materials." Pamphlet No. 166, Public Affairs Committee, Inc., 22 E. 38th St., New York 16. Pp. 31. 20 cents.

**Living With Books.** The art of book selection. By Helen E. Haines. Second edition. Includes a summary of principles that underlie book selection, a discussion of current book reviews, and a survey of the leading classes of literature. Columbia University Press, 2960 Broadway, New York 27. Pp. 619. \$5.

### FINANCE

**Proceedings of the Association of School Business Officials.** 35th convention, Boston, October 3 through 6, 1949. Arthur A. Knoll, business manager, board of education, Long Beach, Calif., association president. Pp. 439.

### GUIDANCE

**Principles and Techniques of Guidance.** By D. Wally Lefever, professor of education, University of Southern California; Archie M. Turrell, president, John Muir College, Pasadena, Calif.; and Henry L. Weitzel, dean of student personnel, John Muir College. Revised edition. Ronald Press Company, 15 E. 26th St., New York 16, N.Y. Pp. 377. \$4.25.

**In-Service Preparation for Guidance Duties.** Part One. One of a series of committee reports on counselor preparation published by the U.S. Office of Education. From the proceedings of the eighth national conference of state supervisors of guidance services and counselor trainers. Misc. 3314-7A. Order from U.S. Government Printing Office, Washington 25, D.C. Pp. 48. 50 cents.

### TEACHING METHODS

**Research Findings Applicable to Teaching in the Secondary School.** 1949 yearbook of the New Jersey Secondary School Teachers' Association. Summary of the research on this subject during the last 50 years. Pp. 95.

**Helping the Educationally Handicapped.** By Edward William Isch, professor of education, University of Illinois. Reprinted from Dr. Isch's book, "Helping Handicapped Children in School." Offers suggestions for helping pupils with handicaps in reading, spelling, handwriting, language usage, and arithmetic. Pp. 47. 50 cents.

**Teaching Primary Reading.** By Edward William Isch, professor of education, University of Illinois. Second edition. The Garrard Press, Champaign, Ill. Pp. 458. \$3.

### OF GENERAL INTEREST

**General Education Board.** 1949 annual report of the board, founded by John D. Rockefeller in 1902. 49 W. 49th St., New York City. Pp. 90.

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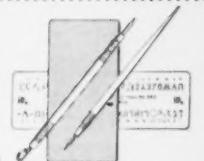
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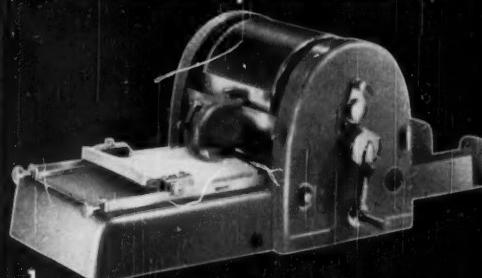
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**No. 5 Mimescope®** A versatile new illuminated drawing board available with ball socket pedestal and base.



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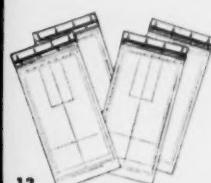
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## NAMES IN THE NEWS

### SUPERINTENDENTS . . .

**Dean Fitzgerald**, superintendent of Escuela Campo Alegre, Caracas, Venezuela, who is on leave from the public schools of Tulsa, Okla., will rejoin the staff there in September. For the last four years Mr. Fitzgerald has been working through the Inter American School Service of Washington, D.C., in organizing and coordinating English speaking schools in Latin America.

**S. A. Smith** is the new superintendent at Bradley, Ill. For several years Mr.

Smith has served as principal and superintendent of schools in Indiana.

**Donald C. Baldwin**, former superintendent of schools at Grosse Ile, Mich., has been appointed superintendent of Rochester community schools, Rochester, Mich. **Richard F. Huizinga**, formerly high school principal at Rochester, will be assistant superintendent.

**J. D. McGehee**, superintendent at Cotton Plant, Ark., for the last three years, has resigned to accept a similar position at Lepanto, Ark. Mr. McGehee's suc-

cessor at Cotton Plant is **Raymond Sage**, who received a master's degree from the University of Arkansas this summer.

**Harold E. Moore** has been discharged as superintendent of schools at Kansas City, Mo., by the board of education by a vote of 4 to 2. Dr. Moore held a similar position at Mishawaka, Ind., before he went to Kansas City Jan. 8, 1948, under a contract calling for a term of three years and five months.

**James E. Allen Jr.** has been appointed acting deputy commissioner of education for New York State to fill the vacancy caused by the appointment of **Lewis A. Wilson**, deputy commissioner, as acting president of the University of the State of New York and commissioner of education. **Frederick J. Moffitt**, chief of the bureau of instructional supervision (elementary), has been named acting executive assistant to the commissioner of education. This position was held permanently by Dr. Allen.

**J. R. Springer** has resigned as high school principal at Marion, Pa., to become superintendent of schools in Hidalgo County, New Mexico.

**Walter V. Starry** is the new superintendent at Allerton, Iowa.

**J. E. Stiewig** has resigned as superintendent at Coalgate, Okla., to accept a similar position at Holdenville, Okla. He succeeds **J. W. Bell**, who resigned.

**Joe M. Alsip**, superintendent of schools at Williamsburg, Ky., has been appointed superintendent at London, Ky.

**Carl A. LeGrow**, supervising principal of schools at Newtown, Conn., has been appointed superintendent of Newtown schools. He succeeds **Carroll F. Johnson**, who resigned to accept a position as superintendent at Amherst, Mass.

**W. Wendell Hoover** is the new superintendent of schools at Rye, N.Y. His successor as superintendent of Unit School District 187 at Maplewood Park-Cahokia-Monsanto, Ill., is **Aaron Brien**, formerly assistant superintendent of schools in Madison County, Illinois.

**William F. Chollar**, formerly superintendent at Hayden, Colo., has been appointed superintendent at Florence, Colo. Mr. Chollar's successor at Hayden is **Alex J. Lowry**, high school principal.

**James Swift**, high school principal at Piggott, Ark., has been named superintendent of Piggott schools.

**Tollie H. Cooper** has been appointed superintendent of schools for Delaplaine, Ark.

**Charles B. Pierce**, formerly superintendent of schools in Lawrence Town-

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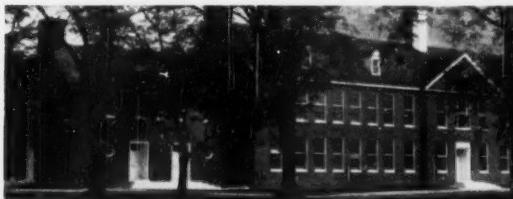
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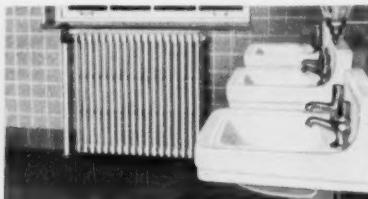


JULIAN CURTISS SCHOOL, Greenwich, Connecticut.  
Architects: W. B. Tubby, Coffin & Coffin, & Philip N. Sunderland, Inc., Associated Architects.

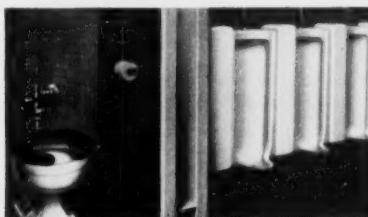
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In the Julian Curtiss School this compact, slim-tubed ARCO LEGLESS RADIATOR provides exceptionally quick heating. The LUCERNE LAVATORIES feature deep, square bowls and splash backs, and are made of durable genuine vitreous china.



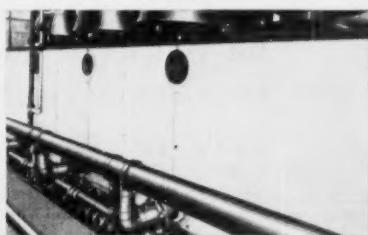
MONTECITO ELEMENTARY SCHOOL, Martinez, California.  
Architects: Bamberger & Reid, San Francisco  
Heating and Plumbing Contractor: Merrill Plumbing & Heating, Oakland



This neat rest room of the Montecito Elementary School is equipped with the DEVRO WATER CLOSETS and CHINA URINALS. Of genuine vitreous china, these fixtures are non-absorbent, easy to clean. Flushing action is fast and thorough.



ROSEDALE SCHOOL, Denver, Colorado.  
Architects: Raymond Harry Ervin and Associates  
Mechanical Engineers: Marshall & Johnson  
General Contractor: E. L. Hobbs Construction Company  
Plumbing Contractor: Grabb Plumbing & Heating Company



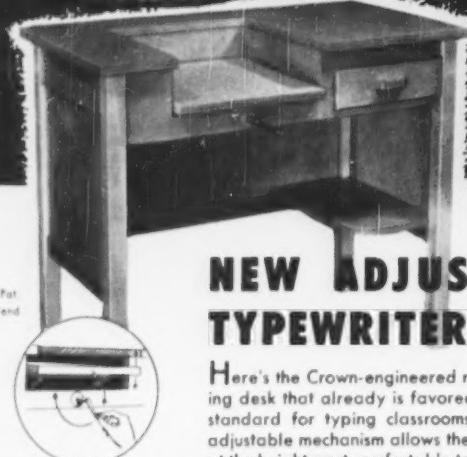
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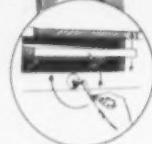
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## NEWS...

ship, near Trenton, N.J., has assumed his duties as superintendent at Ocean City, N.J.

**O. H. English**, superintendent at Uniontown, Pa., for the last four years, has been appointed superintendent of schools for Abington Township, a suburb of Philadelphia. Dr. English is vice president of the District Superintendents' Association of Pennsylvania.

**Kenneth Wary** has resigned as superintendent at Rye, Colo., to accept a similar position at Cheraw, Colo.

**Charles C. Cline**, assistant superintendent of the Escola Técnica de Aviacao, São Paulo, Brazil, for the last two and a half years, has been appointed superintendent of the Summerfield Township schools, Petersburg, Mich. He succeeds **Edward J. Engle**, who resigned to accept a similar position at Lake Shore School, St. Clair Shores, Mich.

**Charles E. Hawkes**, superintendent at Salina, Kan., since 1938, has resigned to accept a position as school building consultant with Joseph Radotinsky, architect of Kansas City, Mo.

**Joseph A. Hartman**, principal of the McGill and Highland elementary schools at New Castle, Pa., has been elected superintendent at Greenville, Pa.

**J. Russell Hiatt**, superintendent at Redkey, Ind., since 1947, has accepted a similar position at Crown Point, Ind.

**C. E. Jenkins**, athletic director, teacher and high school principal at Butler, Ind., for the last 13 years, has been promoted to superintendent. He succeeds **Paul Harding**, who resigned to accept a position as principal at New Haven, Ind.

**T. R. Birkhead**, superintendent of the high school at Antioch, Ill., for the last eight years, has been appointed superintendent of Thornton Township High School and Junior College, Thornton, Ill.

**Dale D. Heskett**, superintendent at Urbana, Ohio, since 1944, has resigned to accept a similar position at Bedford, Ohio.

**Fred C. Beyer** has been elected superintendent of schools for Stanislaus County, California. Mr. Beyer was coordinator of education in the county schools for the last six years.

**W. G. Smith** is the new superintendent of schools at Billings, Okla.

**E. H. Roberts**, principal at Green Sea, S.C., for the last nine years, now is superintendent at Smoaks, S.C.

**D. D. Rummell** is the new superintendent at Leetonia, Ohio.

**Willis H. Umberger**, former superintendent at Old Lyme, Conn., has been

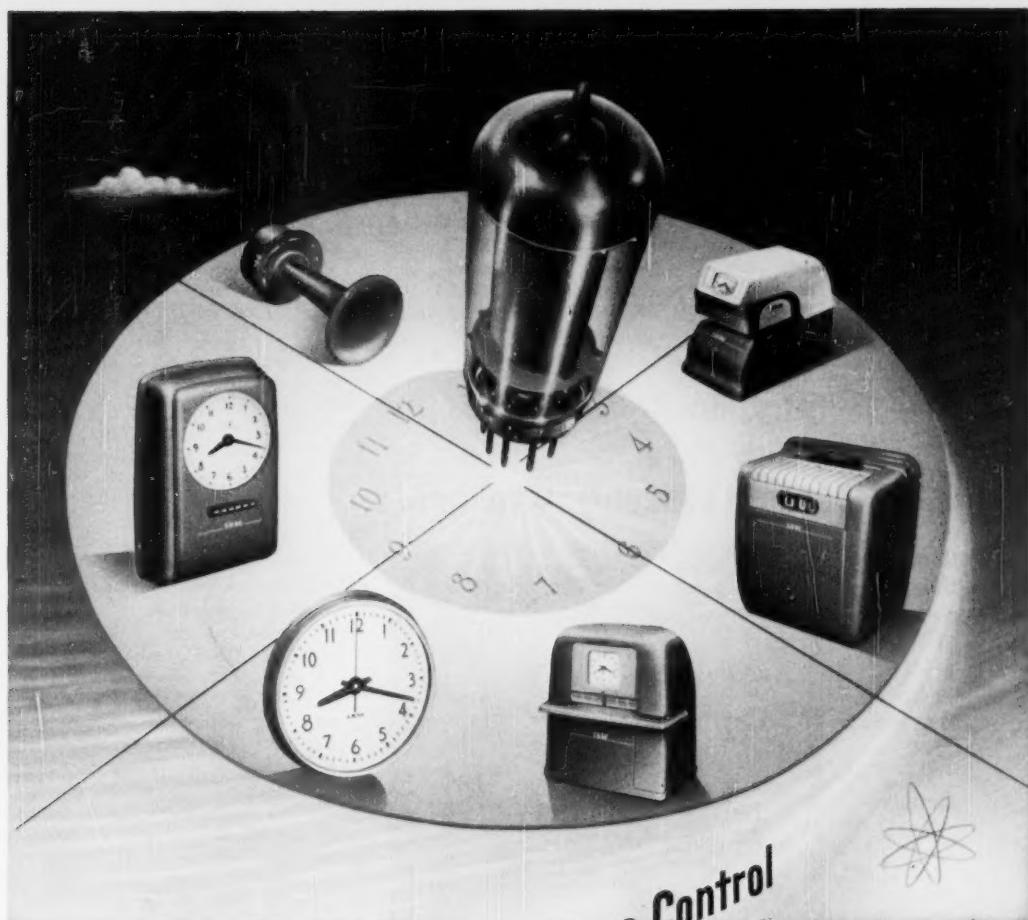


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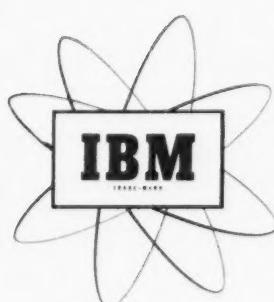
Use of the remarkable, versatile electron tube has proved to be an outstanding achievement in time control.

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Vol. 46, No. 3, September 1960

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## NEWS...

appointed superintendent of schools in the Norwich area, which includes the towns of Bozrah, Franklin, Ledyard, Lisbon, North Stonington, Preston and Voluntown, Conn.

**D. Lewis Shuker**, high school principal at Oakmont, Pa., has been elected superintendent of Oakmont schools.

**G. Robert Fox**, superintendent at Fairfield, Ohio, for the last two years, is now superintendent at Plain City, Ohio.

**Charles L. Gray**, elementary principal at Bentonville, Ark., last year, has ac-

cepted a position as superintendent of the Harmony Grove school district near Camden, Ark.

**John Young**, high school teacher at Middlebury, Ind., has been appointed superintendent of Middlebury schools.

**R. George Espy**, music supervisor at Neosho, Mo., has been named superintendent at Hartville, Mo.

**Melvin L. Gruwell**, assistant superintendent of schools for Minidoka County, Idaho, has been named superintendent for Fremont County, Idaho.

**Mrs. James Thweatt Sr.** has resigned as superintendent of schools at DeValls Bluff, Ark. She had been a member of the high school faculty at DeValls Bluff for 27 years. Her successor is **R. W. Hooten**, superintendent of the consolidated school near Hope, Ark.

**M. B. Neece** is the new superintendent at Fulton, Ill. His successor as high school principal at Minier, Ill., is **Lester H. Miller**, formerly principal of the grade school at Normal, Ill.

**David G. Salter** has been appointed superintendent at Long Beach, N.Y. He will succeed **Richard H. Maher** August 31. Mr. Maher, who has been a faculty member at Long Beach 27 years and superintendent 11 years, will remain with the school system until January 31.

**A. J. Kauber**, superintendent at McCutchenville, Ohio, for the last six years, has been named superintendent at Pennerville, Ohio.

**J. N. Johnson**, superintendent of Scranton High School, Scranton, Ark., for the last eight years, has retired.

**Basil D. Gray**, member of the high school faculty at State Center, Iowa, since 1944, has been named superintendent at Duncombe, Iowa.

**Robert E. Mattix**, principal of Central Junior High School, Woodstock, Ill., has been appointed assistant superintendent of schools for McHenry County, Illinois.

**Fred W. Hosler**, superintendent of schools at Oklahoma City, Okla., has resigned to accept a similar position at Lynwood, Calif. His successor at Oklahoma City is **J. Chester Swanson**, deputy superintendent of schools.

**Benjamin C. Willis**, superintendent at Yonkers, N.Y., has been appointed superintendent at Buffalo, N.Y.

**John W. Ames**, superintendent at Spring Valley, Ohio, for the last six years, has been appointed to a similar position at Harveyburg, Ohio.

**T. R. Smedberg**, acting superintendent of schools for Sacramento County, California, has been appointed superintendent on a permanent basis.

**Karl D. Bell** is the new superintendent at Sheridan, Wyo., succeeding **Robert W. Skinner**, who resigned.

**Michael Duda**, high school principal at Donora, Pa., has been named superintendent of schools at Monessen, Pa.

**N. Earl Walker**, superintendent at Nixa, Mo., for the last three years, has resigned to become superintendent at Eldorado Springs, Mo.

**Lee L. Eve**, superintendent at Crown Point, Ind., the last five years, has been

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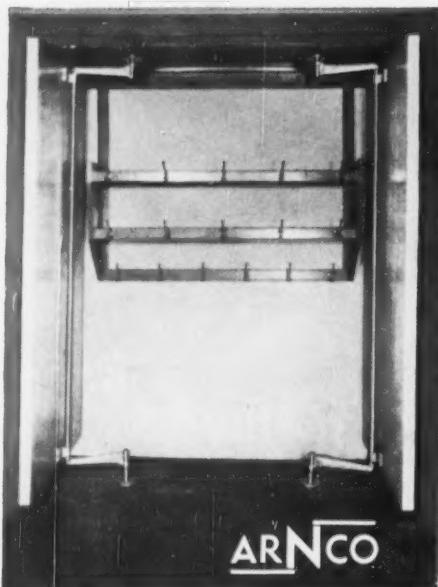
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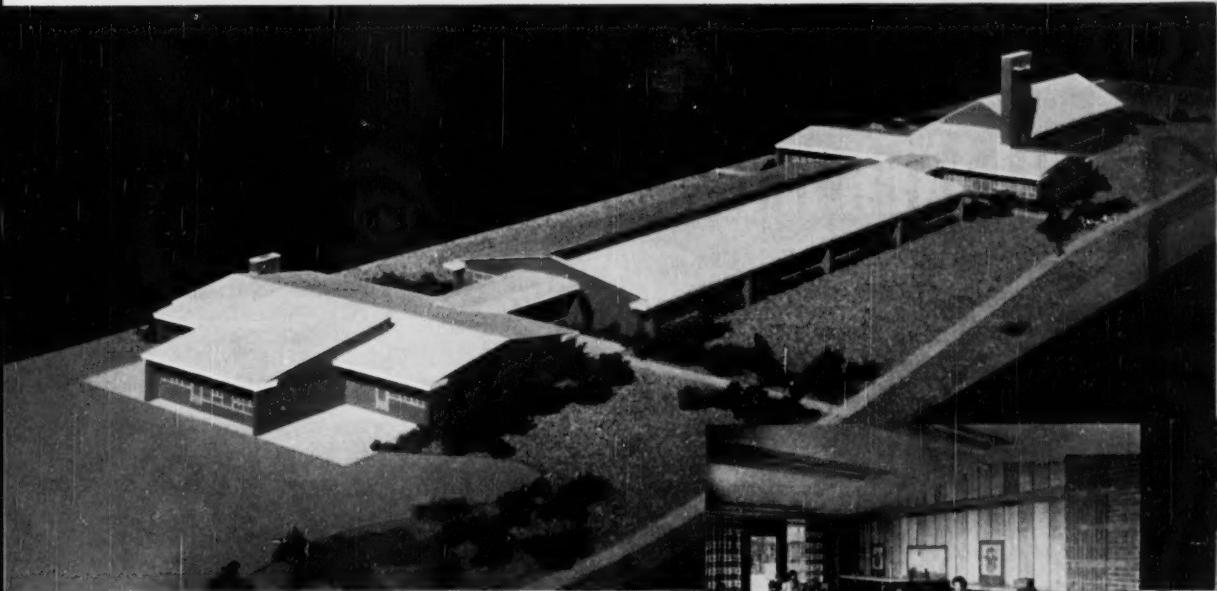
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provide large square "flexible" classrooms (30 square feet per pupil). Wide span areas were obtained—also unobstructed floor space and neat trim ceilings, yet there was no sacrifice of strength and safety in construction. The result, a pleasant home-like structure—a child centered school—modern—functional, beautiful too. *Steel joists are light, easy to install, self centering. Ducts, wiring, piping are concealed. Cost is low.*

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## NEWS...

named superintendent at Crawfordsville, Ind.

**Albert G. W. Schlegel** has been elected superintendent at Milton, Pa., for the next four years. Dr. Schlegel formerly was superintendent at Altoona, Pa.

**Tom F. Moore Jr.**, high school principal at Sedgwick, Colo., for the last three years, is now superintendent at LaVeta, Colo.

**Elizabeth Ann Ewing** is the new superintendent and principal of the school at Anchorage, Ky. She formerly was as-

sistant to Supt. Clark Atkins, who resigned to become superintendent at Paoli, Ind.

**Clarence E. Prichard** is the new superintendent of Waukegan Township High School, Waukegan, Ill., succeeding Clarence Lee Jordan, who resigned to become head of the Morgan Park Military Academy, Chicago.

**Spencer D. Benbow**, formerly administrative assistant in charge of adult education at Oakland, Calif., has been named assistant superintendent of adult educa-

tion and special services, including health services, education of handicapped children, guidance, attendance and occupational adjustment, at Oakland.

**C. B. Smith** has retired after 27 years as superintendent of elementary schools at Pekin, Ill.

**Ted O. Rusheon**, high school principal at Haughton, La., has been elected assistant superintendent of schools for Bossier Parish, Louisiana.

**The Rev. Hal Gallop** has resigned as superintendent of the high school and pastor of the Baptist church at Sidney, Ark., to accept a call by a Baptist church at Columbus, Ky.

**Gene A. Dutter**, formerly superintendent of Palmyra schools in Portage County, Ohio, has been given a two-year contract as superintendent at Middlebranch, Ohio.

**John S. Cartwright** is the new superintendent of schools at Allentown, Pa. He formerly was superintendent at Carlisle, Pa.

**W. A. Negus**, superintendent of the grade school at Julesburg, Colo., has been elected superintendent at Burlington, Colo.

**Wilson O. Neubauer**, superintendent at New Baden, Ill., for the last six years, resigned to become superintendent of a unit system at Liberty, Ill.

**A. J. Mapp Sr.**, for nine years assistant principal of Wilson High School, Portsmouth, Va., has been appointed superintendent of Portsmouth schools.

**Victor M. Edney**, principal of Redondo Union High School, Redondo Beach, Calif., for the last two years, has been appointed district superintendent and principal of Brawley Union High School, Brawley, Calif. He succeeds Percy Palmer, who resigned.

**Harold G. Fearn**, who for the last two years has been superintendent at Elgin, Ill., has accepted the position of superintendent at Charleston, Ill.

**Glen M. Hanes**, superintendent of schools for Athens County, Ohio, for the last eight years, has been appointed superintendent of schools for Knox County, Ohio.

**Marvin H. Miller**, high school principal at Fronton, Ohio, has been named superintendent of the newly merged schools at Galena and Sunbury, Ohio. The new district is called the Big Walnut school district.

**Milton C. Blanchard**, superintendent of schools at Charlestown, R.I., is the new superintendent principal of schools at Hamilton, Mass.

Teaching children the cleanliness habit is easier when you provide them with Liqua-San "G", gentle, pure, liquid toilet soap. Its quick, penetrating lather cleans grimy hands thoroughly and helps eliminate the cause of much sickness. Use Liqua-San and watch school health improve. Economical? It surely is . . . for you dilute this highly concentrated soap with three or four parts water before dispensing. Write today for sample and demonstration.

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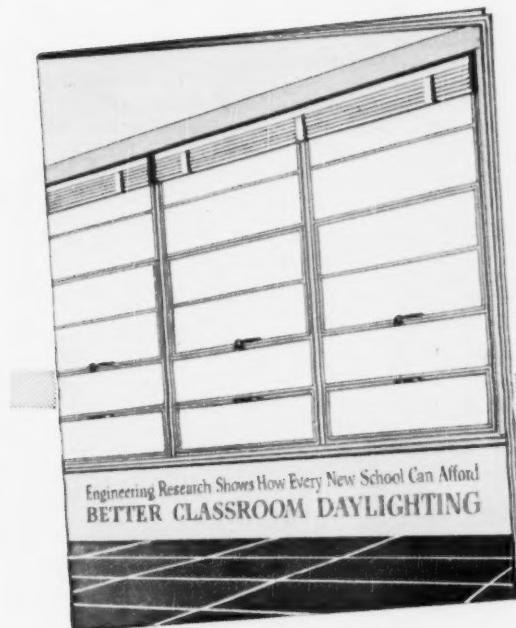
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## NEWS...

John P. Milligan will succeed G. Edward McComsey, who resigned, as superintendent of schools at Atlantic City, N.J. Mr. Milligan has been supervising principal of schools at Glen Ridge, N.J.

Dale S. Porter has been elected superintendent of schools at Jefferson, Ohio.

Eugene S. Garrett resigned as superintendent of schools for Cass County, Michigan, effective July 28, to become superintendent of the Howard Community School near Niles, Mich., which now is under construction.

Roy Wise, superintendent at New London, Iowa, for the last 14 years, has been named superintendent at Mediapolis, Iowa.

Radcliffe Morrill, high school principal at Concord, Mass., has been promoted to superintendent of Concord schools. His successor as principal is John F. Donovan, a member of the teaching faculty for the last four years.

Clarence Parker, formerly high school principal at Trumann, Ark., has been appointed superintendent at Cabot, Ark.

Ted C. Gilbert, superintendent at London, Ky., last year, is now superintendent at Maysville, Ky.

Leon J. Stanne has resigned as superintendent at Hadley, Mass., to accept a similar position at Trumbull, Conn.

Elmer Murray has been appointed superintendent of the O'Fallon Township schools, O'Fallon, Ill. Mr. Murray has been a member of the high school faculty at Charleston, Ill., for the last two years.

Archie Wallace, principal of the Addison community schools, Addison, Mich., last year, has resigned to accept the superintendency of the Madison Rural Agricultural School south of Adrian, Mich.

### PRINCIPALS . . .

Theron R. Stinchfield, high school principal at Gorham, Me., has been named to a similar position at Cape Elizabeth, Me.

Carroll S. Williams, principal of Knightville High School near Summerville, S.C., for the last six years, has been appointed high school principal at McColl, S.C.

Alfred S. Curtis, former principal of Jackson Memorial High School at Austinville, Va., now is high school principal at Hopewell, Va.

Harold E. Hench, assistant high school principal and guidance director at Carlisle, Pa., has been elected principal of the junior senior high school at Shippensburg, Pa.

Arthur Whitcomb has resigned as high school principal at Mansfield, Mass., to accept a similar position at Lambertville, N.J.

Frank J. Hurley, formerly high school principal at North Arlington, N.J., has been appointed high school principal at Red Bank, N.J.

A. J. Labay, for 12 years superintendent at Crescent, Tex., has accepted a position as high school principal at Humble, Tex.

George S. Cunningham has resigned as principal of the Biddeford High School, Biddeford, Me.

F. F. Seymour, high school principal at Stamps, Ark., the last four years, has accepted a similar position at Pine Bluff, Ark.

The Rev. Francis E. Moriarty, S.S.E., assistant professor of religion at St. Michael's College, Winooski, Vt., will be the first principal of the new Cardinal Mindzenty High School at Dunkirk, N.Y.

George H. Keen is the new high school principal at Selbyville, Del.

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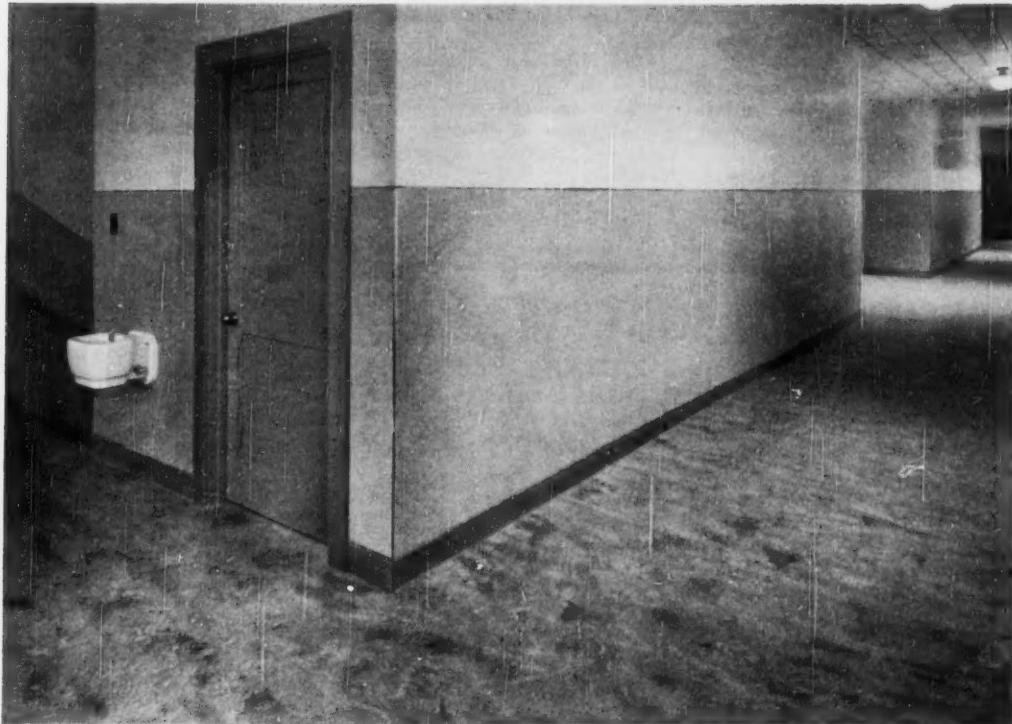
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## NEWS...

Benjamin T. Cullen Jr. has been appointed principal of the high school at Luray, Va.

Milo F. McDonald has retired as principal of Bushwick High School, Brooklyn, N.Y.

W. H. Stock, high school principal at Randon, Ore., for four years, has been named to a similar position at Woodland, Wash.

P. Harlan Johnson, former superintendent at Brighton, Mich., is the new high school principal at Rochester, Mich.

Philip H. Johnson Jr., assistant commandant of cadets at the Admiral Billard Academy, New London, Conn., has been elected high school principal at Sudbury, Mass.

Albert H. Schuster, supervising principal of the high school at Buchanan, Va., has resigned to accept a position as assistant professor of education and psychology at Lynchburg College, Lynchburg, Va.

Peter N. Betrus, assistant high school principal at Canajoharie, N.Y., has been

appointed supervising principal of the high school at Mineville, N.Y.

Doug M. Allen has been named high school principal at Greenwood, Miss.

Woodrow Mercier has resigned his position as high school principal at Thomaston, Me.

Robert Haven has accepted a position as principal of Barstow Union High School, Barstow, Calif.

Henry Brockwell, supervising principal of the high school at Lexington, Va., has been appointed high school principal at Suffolk, Va.

William L. Dwyer is the new high school principal at Massena, N.Y. He had been principal for the last seven years at Mineville, N.Y.

Clyde Lee Prestwood, elementary principal at Navasota, Tex., has been elected high school principal in the same town.

Wayne Brubacher is the new high school principal at Anacortes, Wash.

Alvey Havens has resigned as high school principal and coach at Eden, Ind., to become high school principal at Summitville, Ind.

R. L. McConnell is the new high school principal at Champaign, Ill.

Frank M. Copeland has resigned as high school principal at Rocky Ford, Colo.

Herman H. Donley has retired after 25 years as high school principal at Brewster, N.Y.

Harry E. Martin, assistant principal of Willis High School, Delaware, Ohio, has been appointed high school principal at Franklin, Ohio.

Claude M. Oliver, principal of the Jackson Township School, Greensburg, Ind., for the last four years, now is high school principal at Fountain City, Ind.

Joe Perkins, who has been taking graduate work at the University of Virginia, has been appointed high school principal at Turbeville, Va.

Ralph Fox has resigned after eight years as high school principal at Augusta, Ill., to accept a similar position at Reynolds, Ill.

D. L. Johnson is the new high school principal at Shelby, Mont. Formerly he was principal of the Beaverhead County High School, Dillon, Mont.

J. L. Cashwell Jr. is the new high school principal at Albemarle, N.C., succeeding Henry C. McFadyen, who resigned.

Ray Lawrence, superintendent of the Vocational Trades School, Atlanta, Tex., has been appointed high school principal at Prescott, Ark.

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ducer, if desired. A separate channel is provided for intercommunication purposes. Both channels are equipped to operate from a Webster Electric "Ekotape" tape recorder-reproducer unit.

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## NEWS...

**D. C. Link**, formerly principal of Washington High School in Rappahannock County, Virginia, has been appointed principal of Brentsville District High School, Nokesville, Va.

**Elmer P. Marks**, principal of Whitmer High School, Toledo, Ohio, for the last 13 years, has been named high school principal at Norwalk, Ohio.

**W. L. Hawkins**, high school principal at Cambridge, Md., for the last two years, has been appointed to a similar position at Bel Air, Md. He succeeds Charles E.

Harkins, who has joined the staff of the board of education as an administrative assistant.

**Marvin C. Martin**, high school principal at Carlyle, Ill., for the last two years, has accepted a similar position at Nashville, Ill.

**John Mull** has been appointed principal of Bethalto Civic Memorial High School, Bethalto, Ill.

**Leland C. Davis Jr.**, athletic coach at Winthrop, Me., has been named principal of Winthrop High School.

**Perry G. Wortman**, high school principal at Boothbay Harbor, Me., has resigned to become high school principal at Crosby, Me.

**Wilfrid C. E. Seaman**, vice principal of the high school at Coronado, Calif., has been promoted to principal of the school.

**J. McLean Benson**, high school principal at New Haven, Ind., for the last year, has accepted a similar position at Ossian, Ind.

**Wayne Ely**, high school principal at Johnston City, Ill., for the last five years, became high school principal at Harvard, Ill., August 1.

**Raymond Christian** has resigned as high school principal at Holt, Ala., to accept a similar position at Dothan, Ala. Mr. Christian's successor at Holt will be **Dwight Kirk**, formerly high school principal at Talladega, Ala.

**Raymond W. Knight** has been appointed principal of Will Rogers High School at Tulsa, Okla. He had been principal of Lowell Junior High School and Elementary School at Tulsa.

**Ralph H. Potter**, headmaster of the high school at Walpole, N.H., since 1947, has been named headmaster of Tilton Northfield High School, Tilton, N.H.

**J. L. Holtsclaw**, principal and founding director of the High School of Commerce, Detroit, has retired. His successor will be **Harry L. Davis**, assistant principal of Central High School, Detroit.

**Joe C. Humphrey**, high school principal at Abilene, Tex., has resigned to accept a post at the George Peabody College for Teachers, Nashville, Tenn.

**Weston M. Alt**, principal of Wheatland Union High School, Wheatland, Calif., has resigned to become principal of Coalinga Union Junior Senior High School, Coalinga, Calif.

**G. H. Kimpling** has resigned as high school principal at Nashville, Ill.

**James E. Pittard**, high school principal at Montevallo, Ala., has been appointed to a similar position at Tuscaloosa, Ala., for one year during a leave of absence granted to **Principal Frank Newell**.

**A. L. Bennett** of Tappahannock, Va., has been appointed principal of the high school at Fincastle, Va., succeeding **Roscoe V. Buckland**, who has been named a director of education for the public schools in Botetourt County, Virginia.

**Beryl Jones**, high school mathematics and science instructor at Hydro, Okla., for seven years, has resigned to accept



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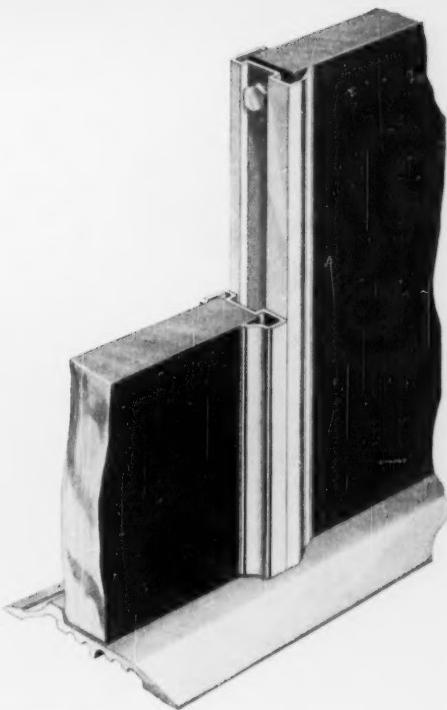
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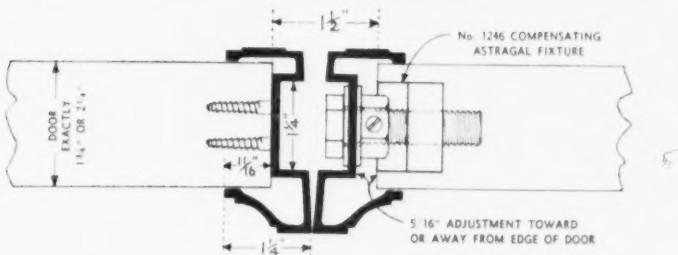


As you know, the completely satisfactory operation of double doors equipped with two vertical rod panic devices depends upon having the correct type of astragals, properly adjusted. Von Duprin Compensating Metal Astragals provide for proper adjustment over the entire life of the doors . . . save money, time and trouble. They bring you five distinct benefits:

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2. Establish, architecturally and mechanically, correct meeting stile details.
3. Permit independent operation of each door.
4. Provide correct bevel— $\frac{1}{8}$ " in 2".
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When a floor is sparkling clean and bright, its "personality" is alive . . . radiant . . . beautiful. It adds charm to any interior and prestige to your buildings. When the floor is dull and drab, the "personality" is smothered.

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This powerful machine has easily interchangeable attachments to perform every kind of maintenance job. It will scrub, wax, polish, buff, sand, steel-wool or grind. The machine's precision balance and self-propelled action make it less tiring to operate . . . invite frequent, thorough maintenance. Capacitor-start motor assures long, trouble-free service. Made in four sizes . . . a correct size for every floor area.



**HILD FLOOR MACHINE CO.**

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Chicago 6, Ill.

## NEWS...

a position as high school principal at Dill City, Okla.

**Ralph N. Kocher** has retired as high school principal at Rahway, N.J.

**Donald K. Walker** has been elected high school principal at Fayette, Mo.

**Herschel Hendrix** has resigned his position as high school principal at Bono, Ark.

**Elton A. Bonner**, assistant high school principal at Bay Minette, Ala., has been appointed principal of the county high school at Rocky Mount, Va.

**Clarence E. Chamberlain** has retired as high school principal at Irvington, N.J. He has been associated with the Irvington schools since 1913 and has been principal since 1942.

**Herman L. Mitchusson**, superintendent at Washington, Okla., has been elected high school principal at Blackwell, Okla.

**Spurgeon S. Wuertenberger** has resigned as principal of the high school at Belvidere, N.J., to accept a similar position at Geneva, N.Y. He will succeed **Louis M. Collins**, Geneva High School principal since 1925, who is retiring.

**William A. Burson**, high school principal at Centerville, Pa., has resigned.

**Franklin V. Lehn**, high school principal at Norwalk, Ohio, for the last three years, has resigned to accept a similar position at Waukegan, Ill.

**Robert W. Shoup** has been named high school principal at West Unity, Ohio.

**William Bogar**, principal of Whittier Junior High School, Lincoln, Neb., has been appointed principal of Lincoln High School. He succeeds **Harold C. Mardis**, who has been transferred to "general assignment" in the office of the superintendent of schools.

**Dewey Drennen**, a faculty member in the public schools at Randolph, Iowa, for the last two years, is the new high school principal at Glenwood, Iowa.

**Mary Hannah Tucker**, academic dean of Milwaukee Dower Seminary, Milwaukee, for the last year, has been appointed principal of Girls Preparatory School at Chattanooga, Tenn.

**Robert Brown**, principal of Madison Rural School near London, Ohio, since 1948, has resigned to accept a position as principal of Springfield High School in Summit County, Ohio.

**Victor N. Sanborn**, headmaster of the 12 grade school at Crescent City, Fla., for four years, has been appointed head master of the high school at Walpole, N.H.

**Glenn Harshman**, mathematics instructor and assistant football coach at Cen-

terville, Pa., has been elected principal of Centerville High School.

**Pete DiPaolo**, commerce instructor at Coal City, Ill., has been named principal of the Coal City high school.

**Edgar W. House**, principal of Indiana Junior High School, Columbus, Ohio, has been appointed principal of North High School in the same city.

## OTHERS . . .

**William B. Hawley**, for the last two and a half years as assistant state director of vocational education for Michigan, became Michigan state director of vocational education and assistant superintendent of public instruction July 1. He succeeds **Ralph C. Wenrich**, who now is professor of vocational education and chairman of that department at the University of Michigan.



**H. W. Hightower**, supervising principal of elementary schools at Mattoon, Ill., has been appointed director of elementary education for the community unit school district No. 2, Coles and Cumberland counties, Mattoon.

**Harold J. Bauman** joined the staff of the Michigan Office of Vocational Education July 17 as supervisor of private trade schools. Previously he was employment director for the Mueller Brass Company in Port Huron, Mich., and director of vocational education in the Port Huron schools.

## IN THE COLLEGES . . .

**A. J. Brumbaugh**, vice president of the American Council on Education since 1944, has resigned to accept the presidency of Frances Shimer College, Mount Carroll, Ill.

**Raymond E. Wochmer** has been appointed dean of the recently accredited college of education of the University of Bridgeport, Bridgeport, Conn. Dr. Wochmer joined the faculty last fall as director of the division of education.

## DEATHS . . .

**E. D. Maurice**, 51, superintendent at Ashtabula, Ohio, for the last 10 years, died July 6.

**Eliel Saarinen**, widely known architect, died recently in his home at Bloomfield Hills, Mich. Mr. Saarinen was head of the architectural department of Cranbrook Academy at Bloomfield Hills.



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Gives you bright, clear screen images and finest "Theatre-Tone" sound. Shows silent movies, too. Even youngsters can set it up and operate it easily. Slip-over carrying case holds accessories, doubles as speaker to make single unit weighing only 33 lbs. Many outstanding features. Priced amazingly low.

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*Modern, Colorful Quantum, Mass. Public School designed to make learning an adventure*



*The rich green baked enamel finish of these full-length recessed Berger Steel Lockers helped set the bright, cheerful corridor color scheme. Linoleum-covered floor is Nile green, lockers are dark green, walls are light green, with ceiling a yellow acoustical tile.*

"Pleasant surroundings make schooling an adventure," says the architect of the new additions to this suburban Boston school. And, helping make pupils' school days pleasant adventures are private, convenient Berger Steel Lockers recessed in corridor walls.

Berger Steel Lockers fit schools of every type—at every educational level. Here, school officials wanted economy of space, bright, cheerful colors and exceptionally good lighting. The space-saving recessed lockers suggested by Berger representatives blend perfectly with corridor colors, and with the structural demands of the bilateral lighting system.

Berger service to the schools of America is unsurpassed. Berger offers you more than the finest in steel storage equipment. The benefit of Berger's vast experience in school work—gained through furnishing and installing more steel lockers than any other manufacturer—is yours for the asking. Just write us.

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Republic Steel Corporation  
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STEEL Cabinets for Kitchens, Laboratories, Dispensaries  
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Crane Rhodile Lavatories, pictured here, answer the demand for Crane quality at low cost. Wall mounting makes cleaning easy . . . 6" splash back protects wall. Dial-eze faucet controls provide easy operation, low maintenance . . . porcelain enameled cast iron withstands years of hard usage. From the complete Crane line of quality school plumbing.

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| • Lockers              | • Display Equipment | • Cabinet Benches | • Bench Drawers    | • Shop Boxes | • Service Carts | • Tool Trays        |
| • Wood Working Benches | • Hanging Cabinets  | • Folding Chairs  | • Work Benches     | • Bar Racks  | • Hopper Bins   | • Desks             |
| • Economy Locker Racks | • Welding Benches   | • Drawing Tables  | • Drawer Units     | • Bin Units  | • Parts Cases   | • Stools            |
|                        |                     |                   |                    |              |                 | • Sorting Files     |
|                        |                     |                   |                    |              |                 | • Revolving Bins    |

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**Kentile offers a combination of  
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- **INEXPENSIVE TO MAINTAIN.** Kentile's smooth, dirt-resistant surface cleans quickly—with mild soap and water.

- **NON-SLIP SAFETY.** No less an authority than the U.S. Bureau of Standards states: Under most conditions, asphalt tile is safer to walk on than any other smooth-surface material, provided it has no high gloss finish.

- **FIRE-RESISTANT.** Kentile meets all fire underwriting requirements.

- **QUIET.** Resilient Kentile cushions footsteps, minimizes clatter—helps concentration.

Asphalt Tile Selected  
by Architects  
and Builders in  
Preference to Any  
Other School Floor\*

\*according to results of a survey  
made by a leading publication.



- Child psychologists favor colorful floors like this to bring a playroom atmosphere to younger children's classrooms. Or where floor areas call for subdued, dignified decorative treatments you can have exactly the effect desired, because of Kentile's 23 colors and the many combinations possible with tile-by-tile installation.



## THEMETIME AND KENSERTS



Your Kentile Flooring Contractor will show you the many decorative inserts which can be used so effectively to set off a floor. Also available are basketball, shuffleboard, hopscotch and other game designs, made of long-lasting Kentile and therefore equally durable.

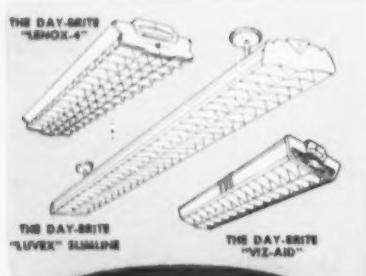
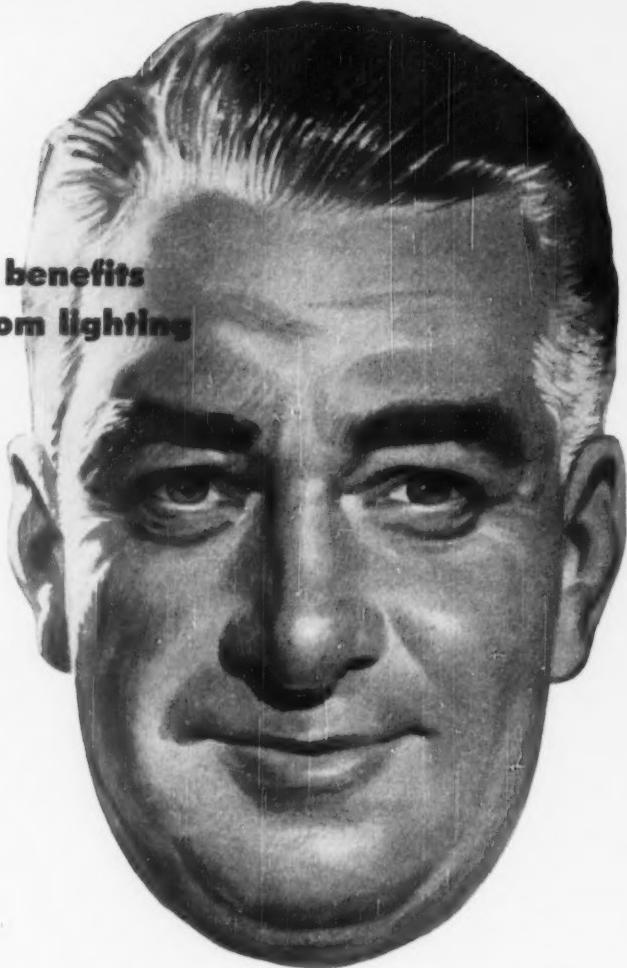
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**Principals With Fewer Problems . . .**

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# HOW TOILET ROOM ENVIRONMENTS IN EDUCATIONAL BUILDINGS CAN BE KEPT NEW **ALWAYS**

Sanymetal CENTURY Type Ceiling Hung Toilet Compartments offer the utmost in sanitation and provide modern, distinctive toilet room environments for schools, institutions, terminals and other public buildings.

- Toilet rooms in educational buildings endure a lot of punishment. Yet they should retain their newness over a long period of time. The toilet room is the "silent teacher" of health and cleanliness. The toilet room environment that stays new is the toilet room in which the most suitable type of toilet compartment available has been installed. Toilet compartments usually dominate a toilet room, influence the toilet room environment and emphasize the utility of fixtures and appointments. Who can say that the environment is less important than the plumbing?

Sanymetal offers several different types of toilet compartments for creating the most suitable toilet room environment for every type of educational building. Sanymetal also offers and recommends Two Full Purpose Metal Base Materials which combine colorful attractiveness with long years of service life and effect important, day after day, savings in cleaning and maintenance cost. These Two Full Purpose Metal Base Materials—Sanymetal "Tenac" (galvanized, Bonderized® steel), a highly corrosion-resistant material; and Sanymetal "Porcena" (porcelain on steel), the ageless and fadeless, rust proof material—represent years of engineering research and skillful adaptation by Sanymetal engineers of corrosion-resistant steels to the fabrication of new and different types of toilet compartments.

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Over 150,000 Sanymetal Toilet Compartments have been installed in all types of educational buildings. Ask your consulting architect or engineer, or the Sanymetal representative in your vicinity, for information about planning suitable toilet room environments for educational buildings—environments that always stay new.



# *Sanymetal*

\*Trade Mark Reg. U. S. Pat. Off.

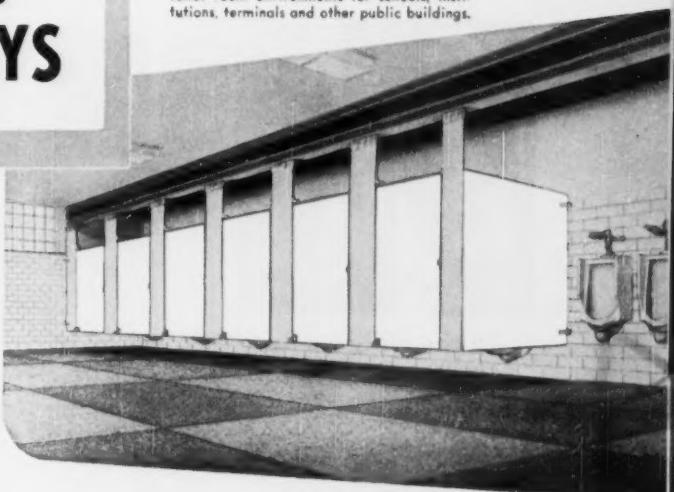
\* Treated with "Bonderite", a product of Parker Rust Proof Co.

## TOILET COMPARTMENTS, SHOWER STALLS AND DRESSING ROOMS

Sanymetal ACADEMY Type Shower Stalls and Dressing Room Compartments provide the utmost in sanitation for gymnasiums, swimming pools, Y.M.C.A.'s, clubs, trailer camps and tourist motels, etc.



Sanymetal ACADEMY Type Toilet Compartments are suitable for conservative but modern toilet room environments.

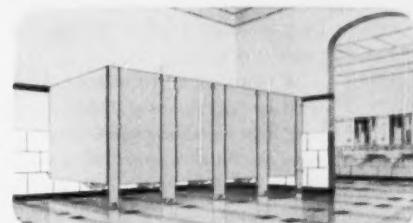
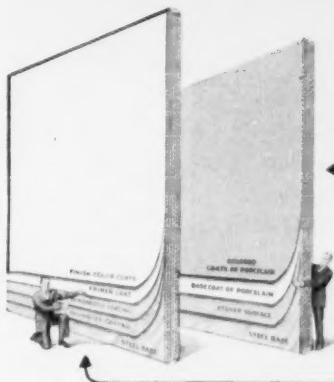


### This is Sanymetal **"PORCENA"** (Porcelain on Steel)

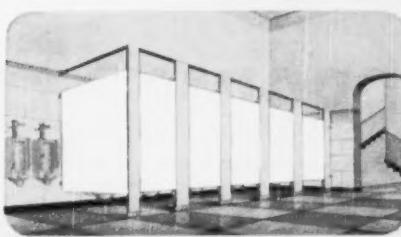
A metal base material that is impervious to moisture, odors, cleaning and acidic oils and greases. It is rust proof. Available in 21 glistening colors.

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IT'S A MIRROR!**



**To observers...  
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If you have any groups or classes whose social behavior or progress at their tasks could be studied best if observation were unsuspected, *Mirropane* gives you the perfect means. Viewed from the side having the stronger illumination, it looks like an ordinary mirror. From the dimly lit side, it's transparent. Easily framed into any wall. Write for full information.



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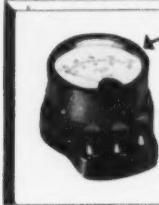
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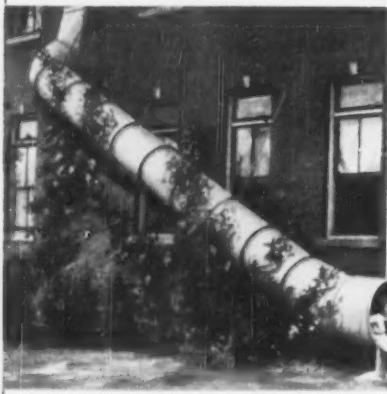
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Note also comes with Plywood Tops only.

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Brand new surfaces for old, worn and pitted slate or composition chalkboards. Smooth, scientifically approved glare-free green on which it is easy to write clearly and erase cleanly. Readily applied by regular school maintenance personnel using brush or spray gun.

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You can cut your floor  
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Floor Cleaner



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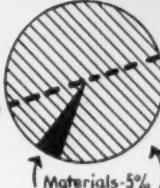


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Have efficient control and coordination of all activities. Cut the volume of written carried messages—make announcements without routine-disturbing assemblies (to selected classrooms or to the entire school)—take attendance records speedily—have safe, sure centralized supervision of fire drills and emergencies. Have at your fingertips instant two-way intercommunication between any classroom and central office for effective administrative supervision.

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1. Every desirable program service: Radio, Phonograph, Microphone and Intercommunication.
  2. Distribution of programs to any selected room or to all rooms.
  3. Two- or three-program facilities simultaneously to different groups of rooms.
  4. High Fidelity AM and FM Radio (one or two as desired).
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- Underwriters' Approved.

Let us show you, without obligation, how the RAULAND SCL60A System (illustrated above), incorporating all of these features, can enhance the administrative and educational program of your school. Write us today.

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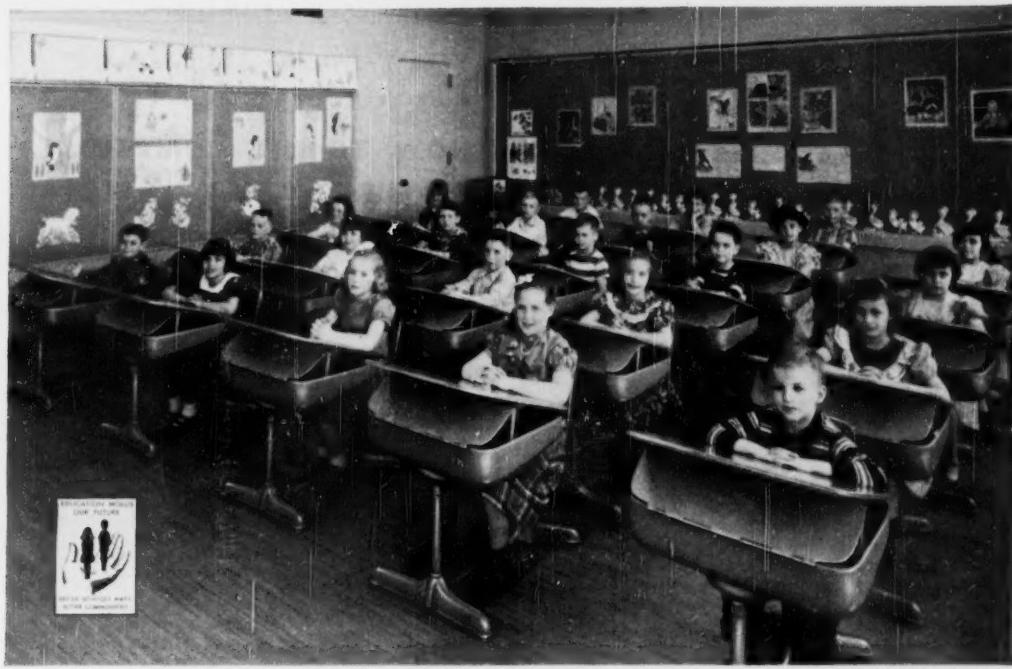
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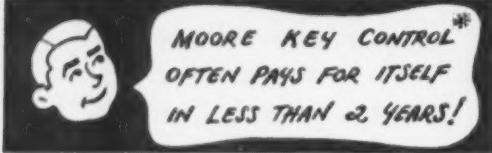


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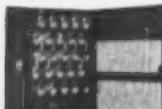
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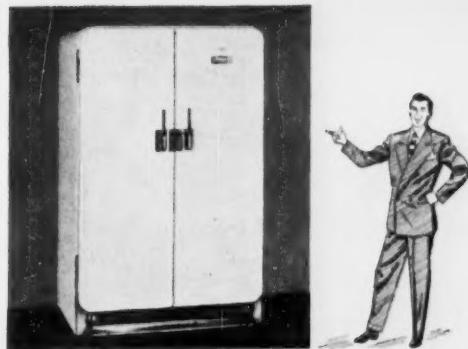
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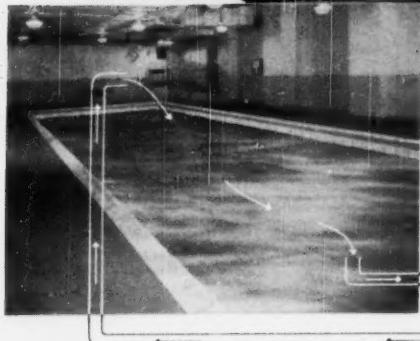
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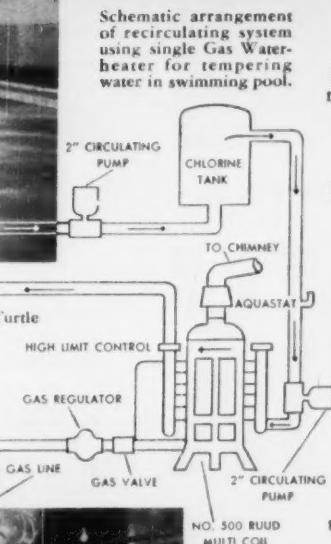
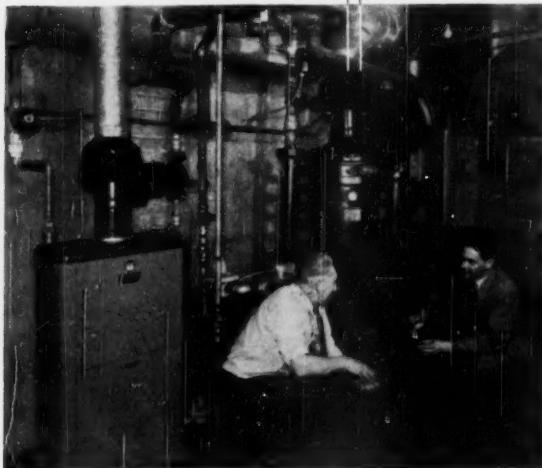
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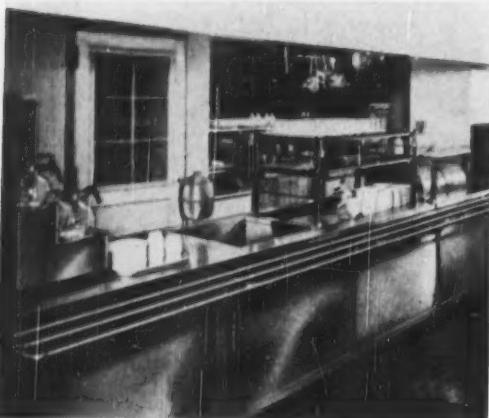
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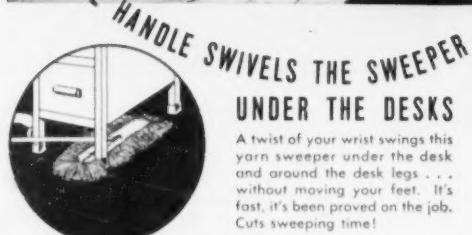
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#### 199-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 13,500 or 15,000 pounds depending on tire equipment. Capacities, 42 to 54 pupils. Chevrolet Load-Master valve-in-head engine, 105 h.p., 193 foot-pounds torque (pulling power) at speeds governed under 35 m.p.h.

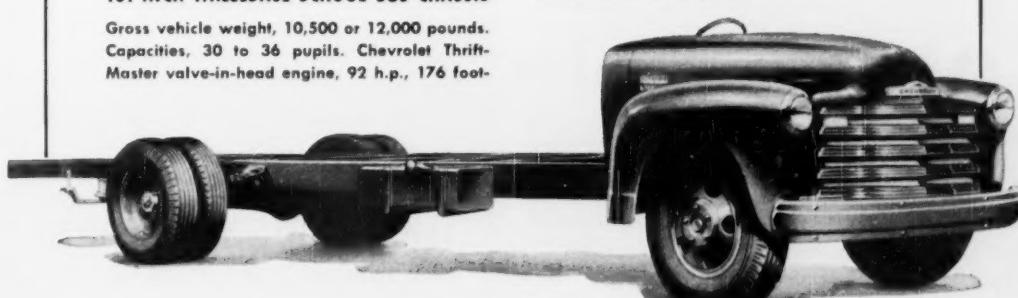
#### 161-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 10,500 or 12,000 pounds. Capacities, 30 to 36 pupils. Chevrolet Thrift-Master valve-in-head engine, 92 h.p., 176 foot-pounds torque (pulling power) under 35 m.p.h.

pounds torque (pulling power) under 35 m.p.h.  
governed speed.

#### 137-INCH JUNIOR SCHOOL BUS CHASSIS

Gross vehicle weight, 7600 pounds. Chevrolet Thrift-Master valve-in-head engine, 92 h.p., 176 foot-pounds torque (pulling power) under 35 m.p.h. Capacity, 16 pupils.



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Candy is a healthful food—and can be conveniently available to your students with UNIVENDOR Candy Vendors. UNIVENDORS will be installed and stocked with the finest brand candies, by a UNIVENDOR operator in your area . . . at no cost to your school. There is nothing to buy. What's more . . . the earnings will be shared with your school—for use in supporting school activities . . . purchasing equipment or as you designate. UNIVENDORS are fully automatic—offer a wide selection and are available in a variety of models. For complete details please mail coupon below.

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150

## Thanks to you

New records were set in the first six months of 1950

Here are just a few:

- ★ The May issue had a paid circulation of 12,070—higher than any single issue in the history of The NATION'S SCHOOLS.
- ★ The average number of subscribers during the first six months of 1950 was greater than for any similar period since The NATION'S SCHOOLS started.
- ★ 95.28% of the entire subscription list is paid in advance.
- ★ More readers renewed their subscriptions to The NATION'S SCHOOLS than ever before.
- ★ More school administrators ordered this magazine than have ever subscribed to any magazine devoted exclusively to matters of school administration.

The NATION'S SCHOOLS is able to set such records because its editorial staff, through constantly studying the work of the school administrator, presents in a condensed and interesting form the answers to so many daily problems.

The fact that such a high percentage of readers renew their subscriptions to The NATION'S SCHOOLS today would indicate that this big magazine is rendering a service that school men consider valuable to them in their work.

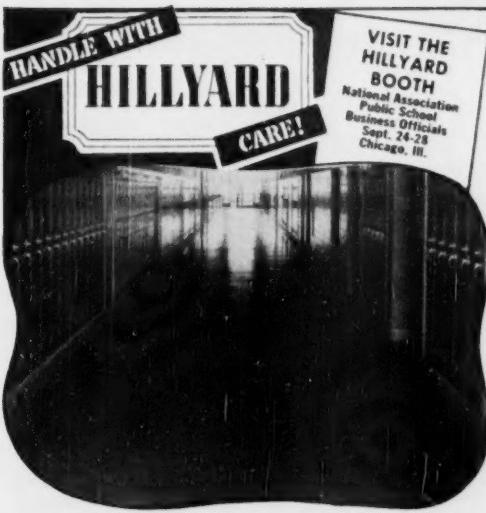
We wish to thank each member of our family of readers and the Editors for making these records possible.

## The NATION'S SCHOOLS

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The NATION'S SCHOOLS



## Preserve that "first day" shine throughout the school year

School opens, and everything looks fine. Floors, walls, woodwork, furniture—all sparkling clean and bright. You can keep things shining. Use Hillyard products . . . especially developed for school building maintenance . . . endorsed by thousands of school maintenance men . . . approved by economy-thinking administrators.

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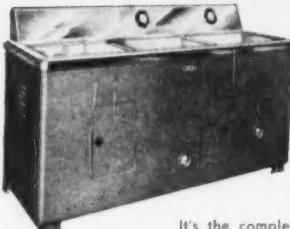
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of large, curved plywood or steel seat for  
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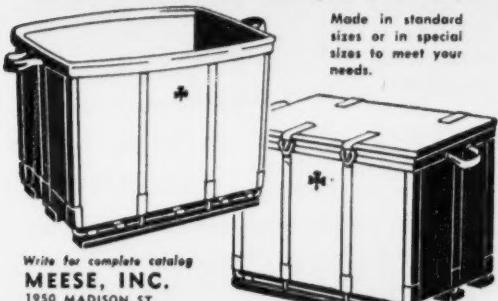
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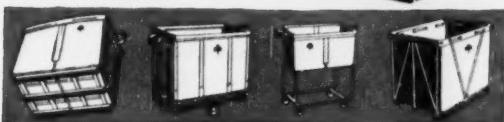
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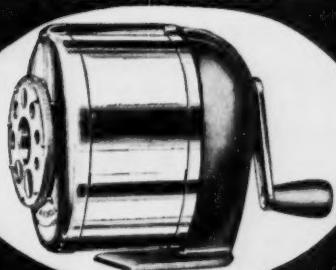
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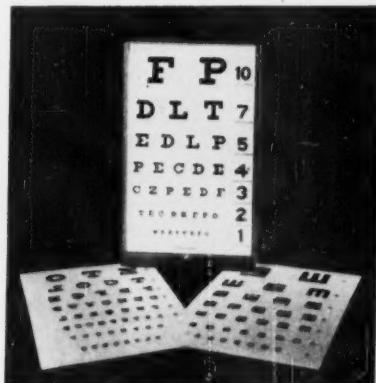
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ACCURATE  
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#### SIZE

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8 w. Fluorescent bulb for 110 volt A. C. only.

*This chart may be hung on screw on wall  
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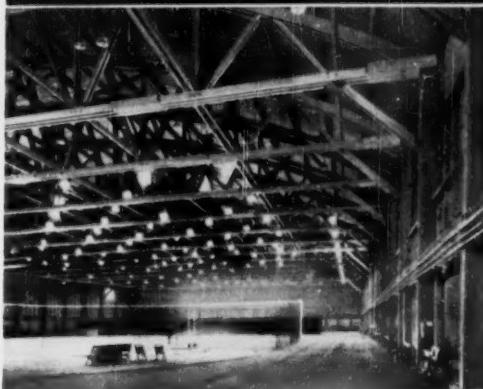
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Has a Mind  
of Her Own**

and her mind's made up.  
She wants Sjöström NEW LIFE Library Furniture in her new library.

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"BECAUSE . . ." she replied.

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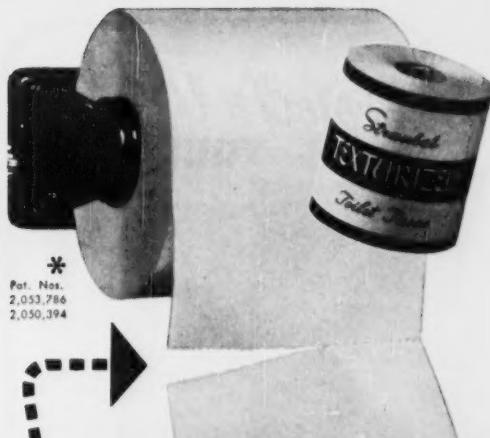
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You get Controlled Protection when you specify Dudley Locks for all your school lockers.

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**DUDLEY LOCK  
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Finnell Pads are self-adjusting, and can be used on any fibre brush, with any disc-type machine. Seven sizes: 5, 7, 11, 13, 15, 18, and 21-inch. Four grades: No. 0—Fine, for cleaning, polishing, and burnishing. No. 1—Average, for cleaning and scrubbing. No. 2—Coarse, for use on rough floors. No. 3—Very Coarse, for removing paint and varnish.

The machine shown above is a *Motor-Weighted Finnell* that polishes, applies wax, steel-wools, wet-and dry-scrubs, shampoos rugs, sands, and grinds!

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① Steel-Wooling is the simplest way to care for waxed floors between refinishing... dry-cleans and polishes in a single, labor-saving operation.

② Steel-Wooling hardens the finish... makes it last longer.

③ Steel-Wooling gives a safer and more beautiful finish.

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FLOOR MAINTENANCE EQUIPMENT AND SUPPLIES

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IN ALL  
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# Kewanee STEEL BOILERS



BUTLER SENIOR HIGH SCHOOL, Butler, Penna.  
F. J. Firsching, Engineer  
Harry Dougherty & Son, Inc., Heating Contractor  
Installed are 3 Stoker-Fired No. 5189 Kewanee  
Welded Steam boilers.

Pittsburgh is the home of steel. And with the men in that great Keystone State who know steel best... it is significant that Kewanee Steel Boilers are first choice for heating their modern schools, hospitals, office buildings, etc.

Illustrated above is the boiler room of the Butler Senior High School, Butler, Penna., typical of the many fine installations where Kewanee Boilers are on the job throughout the nation.

In addition to providing 26,229,000 Btu or 109,290 sq ft of steam radiation, each Kewanee Boiler offers the important advantage of a generous reserve capacity for periods of unusual demand or added requirements.

## Kewanee Boiler Corporation

BOILERMAKERS      80 YEARS      KEWANEE, ILLINOIS  
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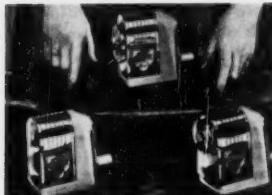
# What's New FOR SCHOOLS

SEPTEMBER 1950

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 164. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

## Deluxe Sharpeners



Styling, features and construction are new in the three Deluxe Model Pencil Sharpeners recently introduced. The Premier Deluxe, Giant Deluxe and Chicago Deluxe are new models with modern base styling in iridescent finish. The large capacity shavings receptacles on all models have new Locktite construction which holds the receptacle in place for either upright or wall attachment. The Apsco cutter heads and cutters are precision made, case hardened and specially milled to sharpen points indefinitely. Automatic Pencil Sharpener Co., Dept. NS, 1801 Eighteenth Ave., Rockford, Ill. (Key No. 237)

## Increased Jade-Ite Line

The line of Jade-Ite Restaurant Ware now includes 24 items for food service in institutions. New technics were developed and new designs created to permit mass production of this sturdy dinnerware styled especially for institutional use. The line now includes 6 and 7 ounce cups, 7 ounce extra heavy cup and saucer, 6 and 7 ounce coffee mugs, 3 compartment plate, 5 compartment plate, 4½ inch, 5, 8, 10 and 15 ounce bowls, 5½, 6¼, 8 and 9 inch plates, 9 inch rim soup plate, 8¾ and 9¾ inch oval sandwich plates, 8¾ inch oval partitioned plate, 9½ and 11½ inch oval platters and an 80 ounce pitcher.

Jade-Ite Ware is heatproof and does not craze or warp when prewarmed or used for serving hot foods. It does not absorb liquids, food particles or odors and the smooth, hard surface makes it easy to keep the dishes clean and sanitary. Jade-Ite ware is made in a delicate green jade color and is low in cost. Anchor Hocking Glass Corp., Dept. NS, Lancaster, Ohio. (Key No. 238)

## Master-Keyed Padlock

Protection for locker installations is provided in the new P-570 master-keyed Dudley padlock. The patented master key cannot be duplicated on commercial key making machines and the lock resists picking and tampering. Locking is automatic when the hasp is pushed home. One master key can be used to control an entire locker installation, or different groups of locks can be master-keyed separately and all lockers controlled by an additional master key. The master key is registered to the owner and the key design is not assigned to any other installation in the same area. Duplicate master keys are available only from the manufacturer and are supplied



only after absolute proof of authority.

The new P-570 has a satin finish dial with 40 combination numbers and divisions printed in black enamel. Construction features of the new lock give it increased strength and 64,000 combinations are possible. Dudley Lock Corp., Dept. NS, 570 W. Monroe St., Chicago 6. (Key No. 239)

## Glass Blocks

Seven new PC Glass Blocks are now available. The "55" line of blocks permits a more uniform panel appearance and results in better brightness control. The blocks feature Soft-Lite edge treatment, a fibrous glass insert used to diffuse further light transmitted by the block itself and light-directing prisms on the interior faces of certain patterns. Some blocks are designed for use on south elevations, others for north elevations and some for extremely sunny exposures. The "55" blocks also have a new face pattern which is attractive in

appearance and permits easier cleaning. Pittsburgh Corning Corp., Dept. NS, 307 Fourth Ave., Pittsburgh 22, Pa. (Key No. 240)

## Crabgrass Control

Crabgrass can be eliminated from lawns through use of a new powder called Scutl. Developed by Scotts Lawn Research and tested on private lawns and by official and college agronomists, Scutl is recommended for use during the period roughly from mid-June to mid-September. The powder is simply scattered over crabgrass areas where it falls on the broad blades. The particles absorb moisture and eventually kill the growth. It is stated that the crabgrass should be killed off before it goes to seed to prevent heavier growths the following year. O. M. Scott & Sons Co., Dept. NS, Marysville, Ohio. (Key No. 241)

## Tablet Arm Attachment

The new tablet arm for attachment to chairs for study and note taking in classrooms, libraries, lecture rooms and offices is convenient and economical. The tablet arm folds down when not in use, thus giving a versatility to the chairs not otherwise possible.

The arm attachment is available in blue or standard colors or in Formaloid construction. Aluminum banding is used for extra strength as well as attractive



appearance. Royal Metal Mfg. Co., Dept. NS, 185 N. Michigan Ave., Chicago 1. (Key No. 242)

### Lunch Room Tables



Erickson Fold-A-Way Tables are designed for wall type installation where they may rest against the wall or be recessed and are also available in the portable model which can be moved as needed and kept in storage when not in use. The tables have benches attached and are designed to turn a gymnasium, classroom or corridor into a lunch room when needed.

The wall type table folds compactly to a depth of less than 4 inches and has a standard length of 8 feet. This length can be varied within limits. The portable table is made in standard lengths of 12, 14 and 16 feet. Each table breaks in the middle and folds to the center. The entire unit is supported on four casters for easy portability to place of need or to storage. They are easily wheeled to any part of the building and can also be used in kindergarten or other classroom when group tables are required. **Haldeman-Langford, Dept. NS, 2580 University Ave., St. Paul 4, Minn.** (Key No. 243)

### Stereoscopic Microscope

Designed especially for use by high schools and colleges, the new No. 20 Spencer Stereoscopic Microscope provides several new features and is offered at a low price. It retains virtually all the features of higher priced Spencer instruments while incorporating enhanced three-dimensional vision, wide and flat fields, comfortable angle of vision, dust-proof nosepieces and enclosed gearing for interpupillary distance control. To extend or reduce focusing range, the head of the instrument is raised or lowered in any of three positions by removing and replacing a thumb screw. The new model is available with single, double or triple nosepieces, vertical or inclined binocular bodies and a wide selection of objectives and eyepieces. **American Optical Co., Scientific Instrument Div., Dept. NS, Buffalo 15, N.Y.** (Key No. 244)

### Trimline Lighting

Matching fluorescent lighting fixtures of different lengths which can be joined together to give the appearance of one long sweep of light have recently been announced. Known as the Trimline two and four lamp fixtures, there are 13 individual units, each equipped with louver shielding, decorative end pieces and plastic shielding panels running the length of the fixture on both sides.

Known as CL, the series comes with either standard start or instant start lamps, with either 25 or 45 degree lengthwise shielding. The entire series can be mounted individually or in continuous rows directly on the ceiling or suspended from it. The new series is designed to meet the requirements of all types of school and office lighting. **Sylvania Electric Products Inc., Dept. NS, 1740 Broadway, New York 19.** (Key No. 245)

### Auditorium Seating

The attractive Griggs auditorium seat has been redesigned and further improved. The back of the seat has been



extended and the top of the seat back has been streamlined to give a more rounded pattern. The low back protects the duPont Fabrilite vinyl plastic upholstery of the seat from scuffing or kicking by students sitting behind the seat. The chairs have the self-rising seat which remains up when not occupied. **Griggs Equipment Co., Dept. NS, Belton, Tex.** (Key No. 246)

### Thermal Insulation

"Infra Type 6" is a new aluminum thermal insulation consisting of three permanently separated metal sheets and two fiber partitions which are flame, mold and vermin proof. This provides six full reflective spaces which can be installed with one operation. The insulation can be installed in ceilings and floors, between beams, steel girders, trusses; under concrete floors and ceilings; over concrete slabs and under or over radiant heating panels. Installation requires no special skill. **Infra Insulation, Inc., Dept. NS, 1 Murray St., New York 7.** (Key No. 247)

### Luminous-Acoustical Ceilings

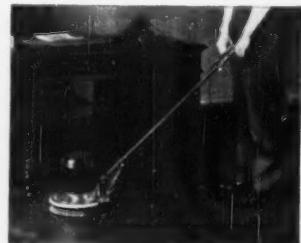
The Wakefield Ceiling is a luminous-acoustical ceiling designed for improved seeing and hearing in classrooms, offices and other areas devoted to critical visual tasks. It consists of slimline fluorescent lamps suspended from the structural ceiling slab, supported below which, at a distance of about 18 inches, are thin translucent corrugated plastic sheets. Perforated acoustical baffles, trapezoidal in cross section and filled with sound absorbing material, are suspended below the plastic sheets.

Low brightness ratios, excellent light diffusion and efficient sound absorption are ensured with the Wakefield Ceiling when reflectivities of wall materials, colors and furniture are coordinated. With the new ceiling, pipes and ducts are concealed but are readily available for maintenance. Efficient ceiling attachment and economical installation are effected by the simplicity of the hanger rod and T-bar chassis arrangement. The lamps in a single installation may be controlled in various combinations to provide different levels of working illumination. **The F. W. Wakefield Brass Co., Dept. NS, Vermilion, Ohio.** (Key No. 248)

### Single Disc Floor Machine

A single disc floor machine designed especially for small areas is now available. Called the Lincoln Cadet, the machine is available in two models, one with plain handle designed for use primarily as a floor polisher, and the other a rug and carpet scrubber equipped with a shampoo dispensing tank on the handle and necessary piping that directs the flow of solution through the rotating brush. It can, of course, be used also to scrub floors.

The new unit is economical in price while offering continuous duty motor, double helical reduction gear unit, adjustable handle, non-marking rubber bumpers and self-retracting wheels. The Cadet has a 10 inch brush spread, easily interchangeable accessories for floor polishing, rug scrubbing, steel wooling and light sanding and is easy to use. **Lincoln-**



**Schlüter Floor Machinery Co., Dept. NS, 1250 W. Van Buren St., Chicago 7.** (Key No. 249)

### **Stadium-Type Chair**

Designed for maximum comfort, the new stadium-type chair developed by Ideal Seating Company is durably constructed for hard usage. It has been so engineered as to eliminate all tearing and pinching hazards and can be furnished for either floor or riser installation. The wood slats in the back and seat come in natural color or with durable enamel finish and the iron standards are finished in gray baked enamel. The chair is equipped with ball bearing hinges and rust resisting hardware and is designed for use in arenas, field houses and stadiums. **Ideal Seating Co., Dept. NS, 531 Ann St. N.W., Grand Rapids, Mich.** (Key No. 250)

### **The Educator**

The Educator record player, designed for classroom use in conjunction with the new audio education series of records tied in with books, is now available. Model PT-10A has a 4 tube push-pull amplifier 110-60 cycle transformer type AC power supply, 8 inch speaker, inverse feed-back circuit and balanced phase inverter. It can be used in both small and large classrooms, as well as in auditoriums or gymnasiums and the volume and tonal range are such that it can be used for either music or the spoken word. The speaker, built into the lid, can be placed at some distance from where the records are played if desired. There are tone and volume controls and an individual motor switch.

Model DP-15 is a 2 tube model, light-weight and portable and selling at a moderate cost. It has volume up to the standard used normally in the average sized room and plays standard records at 78 r.p.m. Both models were developed for use with the new audio series being developed jointly by the American Book Company and Decca Records, Inc. **Audio Education, Inc., Dept. NS, 88 Lexington Ave., New York 16.** (Key No. 251)

### **Plastic Cup Dispenser**

Paper cups can be easily dispensed with the new Lily 957PTH Dispenser.



Made of smooth white molded Polystyrene plastic, the dispenser is fastened to the wall in a horizontal position and holds up to eight Lily No. 957 paper

cups, each having the same capacity as a standard glass tumbler.

The new dispenser is simply cleaned and easily serviced. Screws for mounting on wood and a capsule of carbon tetrachloride to use with Girder Process adhesive pads for tile installation are supplied with the dispenser. It should be especially advantageous in teachers' restrooms, locker rooms, offices and in similar locations. **Lily-Tulip Cup Corp., Dept. NS, 122 E. 42nd St., New York 17.** (Key No. 252)

### **Three-Speed Player**

A new three-speed manually operated record player has recently been introduced by Califone featuring a newly perfected amplifier, a heavy duty, permanent magnet speaker and tone control for proper definition of treble and bass. It reproduces recorded music from 33 1/3, 45 or 78 rpm records and incorporates the Califone wrist-action pick-up for perfect tracking of all record grooves. The unit is light in weight and equipped with



special connection for addition of separate amplifiers, headphones or an additional loud-speaker. It is contained in an attractively finished Pyroxylin leatherette carrying case. **Califone Corp., Dept. NS, 1041 N. Sycamore Ave., Hollywood 38, Calif.** (Key No. 253)

### **Combination Freezer**

Both batch ice cream and continuous custard can be made in the new refrigerated cabinet model combination freezer recently introduced by Mills Industries. The machine has automatic dial control and is easy to operate. It has a simple functional design and is economical in price. Specifications indicate a capacity of up to 30 gallons per hour. Separate control settings are provided for both frozen custard and conventional ice cream and a new slow speed agitator safeguards against mix separation and retains full butter fat content. All parts are quickly removable and easy to keep clean and sanitary. **Mills Industries, Inc., Dept. NS, 4100 Fullerton Ave., Chicago 39.** (Key No. 254)

### **Ampro Converter**



The Ampro "Premier-20" 16 mm. sound projector can be readily converted into an efficient 750/1000 watt slide projector with a new, low cost unit recently introduced. The attachment permits projection of clear 2 by 2 inch slides for large or small audiences. It fits over the lamp housing of the movie projector, has a separate tilt platform for instant adjustments and comes complete with slide carrier and lens. **Ampro Corporation, Dept. NS, 2835 N. Western Ave., Chicago 18.** (Key No. 255)

### **Deluxe Electric Typewriter**

The new Underwood Deluxe Electric Typewriter features keyboard controlled electric margins and adjustable internal cushions for quieter operation. The operator can set left and right margins without raising the hands from the keyboard with the simplified electric operation. Rubber insulation placed between the typewriter operating mechanism and the machine base gives a floating, powered typing, adjustable to each operator's desires, and helps reduce noise transmission and vibration. All of the other features of operating ease and convenience of Underwood electric typewriters are included in the new model. **Underwood Corp., Dept. NS, 1 Park Ave., New York 16.** (Key No. 256)

### **"Cut-Control" Saw Blade**

A new type of circular saw blade has been introduced to reduce the hazards of circular sawing. Known as the "Cut-Control" blade, it differs from conventional circular saw blades in that it has only a limited number of carbide-tipped teeth spaced at considerable intervals around the periphery of the blade. The new design is said to have a number of advantages. The new blade was developed in post-war Germany and is now being made available in this country. **P.T.I. Incorporated, Dept. NS, 401 Broadway, New York 13.** (Key No. 257)

## Product Literature

- A new folder on **Loxit System of Floor Laying** has recently been released by Loxit Systems, Inc., 1217 W. Washington Blvd., Chicago 7. **Catalog F.L. 1950** is a comprehensive text of information on the Loxit system complete with descriptive text, technical drawings illustrating the features of the system and its operation, specifications and general data on other Loxit products. (Key No. 258)
- "Getting the Right Job" is the title of a booklet published by The Glidden Co., 196 Union Commerce Bldg., Cleveland 14, Ohio, and designed for recent college and high school graduates. The 16 page booklet was prepared by John H. Weeks, director of personnel relations, who points out in the introduction that getting the right job is about 90 per cent preparation and 10 per cent presentation. Special sections discuss procedures in choosing the proper field, preparing data sheets of qualifications and background, locating possible employers, preparing for personal interviews, completing company application forms and keeping job opportunities alive. The booklet is being distributed to high school and college libraries and copies are available from The Glidden Company without charge. (Key No. 259)
- "A Dictionary of Electronic Terms" has been prepared under the direction of the technical staff of Allied Radio Corp., 833 W. Jackson Blvd., Chicago 7, and edited by Harry L. Van Velzer, Ph.D., Associate Professor of Electrical Engineering at the University of Illinois. Containing more than 2500 terms used in television, radio and electronics, the dictionary contains an appendix with information on historic radio dates, useful books on radio and television, RMA resistor color code, schematic symbols and how to become a radio amateur. The book is offered at 25 cents per copy. (Key No. 260)
- "School Buildings Your Tax Dollars Can Afford" is the title of a bulletin issued by Timber Engineering Co., 1319 Eighteenth St., N.W., Washington 6, D.C. The result of eight months of careful study and fact gathering, the bulletin discusses one-story schools of wood frame construction, stressing the advantages of low cost, safety, functional efficiency, flexibility of architectural design, easy mobility of classes, durability, fire, earthquake, wind resistance and other essential factors. A factual and pictorial presentation of the safe and adequate housing of school children, the bulletin has been prepared for school planners, architects, builders and taxpayers. The information is presented in non-technical style and is illustrated with photographs and charts. (Key No. 261)
- A new means for high-speed, low-cost production of printed lists, catalogs, directories and similar material has been developed by Remington Rand, Inc., 315 Fourth Ave., New York 10. Called **Flexoprint**, the new system is described in a 24 page booklet giving full information on how it works—from the first step of typing cards through the final production of the list. All copy can be set by regular typists with the new method and lists may be maintained as a daily, routine operation, ready for publication at any time. One section of the booklet, **KD-499**, is devoted to answering nine of the questions most frequently asked about Flexoprint. (Key No. 262)
- The entire line of Diesel-driven electric generating plants produced by D. W. Onan & Sons, Inc., Minneapolis 5, Minn., is described in the 1950 Onan Diesel Folder. The new Onan air-cooled, 5000 watt Diesel electric plant is featured in the catalog known as **Onan Diesel Folder A-192**. (Key No. 263)
- An informative booklet on "The Diamond 'Utiliscope'" gives practical illustrations of how this wired television can be employed in teaching, testing, checking, inspecting, watching and other ways in the school as well as in other institutions and businesses. The "Utiliscope" is a television unit which operates within the wired units, at varying distances. Its many possible uses are illustrated in the booklet issued by the Diamond Power Specialty Corp., Lancaster, Ohio. (Key No. 264)

## Film Releases

"The Show Must Go On," 16 mm. sound audio-visual workshop film. **Bell & Howell Co., Dept. NS, 7100 McCormick Rd., Chicago 45.** (Key No. 265)

"A Century of Progress in Rail Transport," 39 frame filmstrip with study guide. "Local Government," 16 mm. sound, 11 min., historical. "Goddess of Merchants," 16 mm. sound, 21 min., history of British wool trade from medieval times to the present. **British Information Services, Dept. NS, 30 Rockefeller Plaza, New York 20.** (Key No. 266)

"Frisky, The Calf," "Sparky, The Colt," "Spotty: Story of a Fawn" and "The Little Red Hen," 16 mm. sound films for primary grade levels. **Coronet Instructional Films, Dept. NS, Coronet Bldg., Chicago 1, Ill.** (Key No. 267)

"La Familia Sanchez" and "Une Famille Bretonne," each 1 reel, black and white, sound films designed to give beginning language students vocabulary training and knowledge of speech and life of nation whose language they are studying. "Scandinavia," 1 1/2 reel, black and white

travel film designed for geography, world history, commercial geography and social study classes. **Encyclopaedia Britannica Films Inc., Dept. NS, Wilmette, Ill. (Key No. 268)**

"Shrines of English Literature," 12 full length filmstrips averaging 55 frames each, black and white, single-frame with text frames, for senior high school classes. "Enter the Baby Sitter," 38 frames, black and white single-frame with captions, prepared by the Baby Development Clinic of Chicago to help students respect children, to establish standards of performance for baby sitters and to promote a better understanding of job relationships, with teacher's guide and discussion topics. **Society for Visual Education, Inc., Dept. NS, 1345 W. Diversey Pkwy., Chicago 14.** (Key No. 269)

## Suppliers' News

**American Desk Mfg. Co., Temple, Tex.**, manufacturer of school, theater and church furniture, announces the opening of its new plant and office building. The new factory was designed to fill the need for larger and better quarters.

**Angelica Uniform Co., 1419 Olive St., St. Louis 3, Mo.**, is the new name of the company formerly known as **Angelica Jacket Co.** The company manufactures a complete line of washable service uniforms for men and women. The name change does not affect the internal or external operations of the company.

**The Incinerator Institute of America, 420 Lexington Ave., New York 17,** was formed on June 19, 1950, for the purpose of furnishing accurate and impartial information on the products of its industry. The Institute will concern itself with the development of standard performance specifications, will work with states on the elimination of stream pollution and insanitary disposal of garbage, will help municipalities in the writing of ordinances and regulations and will cooperate with the Smoke Prevention Association of America, Inc., in its program. **Stewart N. Clarkson** is **Secretary-Treasurer** of the new Institute.

**The Virco Manufacturing Corp., 15134 S. Vermont Ave., Los Angeles, Calif.**, has been organized by **Julian Virtue** to manufacture a complete line of metal and hardwood school furniture and public seating equipment in modern functional design.

**Wyandotte Chemicals Corp., Wyandotte, Mich.**, manufacturer of cleaning and sanitizing compounds, announces purchase of the Pacific Chemical plant of the American-Marietta Company of Los Angeles, Calif. The plant will be remodeled to provide a Pacific Coast manufacturing unit to serve Wyandotte branches in Los Angeles, San Francisco and Seattle.

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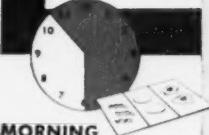
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242 257	275 290 305	320 325 350	365 380 395	
243 258	276 291 306	321 326 351	366 381 396	
244 259	277 292 307	322 327 352	367 382 397	
245 260	278 293 308	323 328 353	368 383 398	
246 261	279 294 309	324 329 354	369 384 399	
247 262	280 295 310	325 330 355	370 385 400	
248 263	281 296 311	326 331 356	371 386 401	
249 264	282 297 312	327 332 357	372 387 402	
250 265	283 298 313	328 333 358	373 388 403	
251 266	284 299 314	329 334 359	374 389 404	

#### ADVERTISEMENTS

NAME	TITLE		
INSTITUTION			
ADDRESS	CITY	ZONE	STATE

**SENSATIONAL HOTPOINT**  
**SUPERRange**  
**DELIVERS**  
**SUPER PERFORMANCE**  
**"AROUND the CLOCK"**



**MORNING**

Use your new Hotpoint SUPERRange as a griddle for breakfast specialties... pancakes, bacon and eggs, french toast, etc.



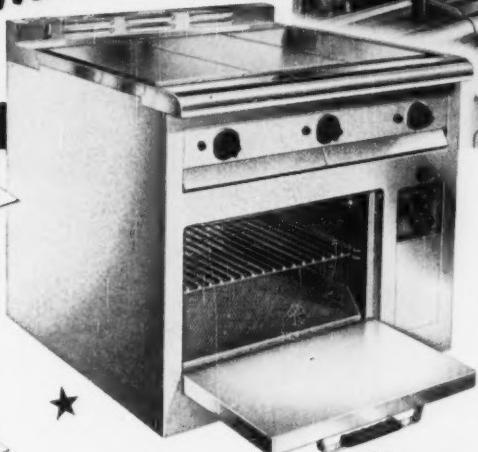
**NOON**

Use one or more sections of the Hotpoint SUPERRange top as hotplates for stock kettle work, sauteing... the rest of the top as a griddle for hamburgers, steak sandwiches and similar orders.



**NIGHT**

Use a section of your Hotpoint SUPERRange top as a hotplate for soup, vegetable cooking; the others for griddle products such as steaks and chops.



**FOR EVERY MEAL**—and in between!—the phenomenal new Hotpoint SUPERRange has EXACTLY the facilities your operation needs! EACH of its three top sections is both a griddle and a hotplate, with a full range of automatic dial-measured temperatures between 250° and 850°! Users say the Hotpoint SUPERRange does the work of TWO ordinary ranges—and does it far better!

**FIRST TIME EVER! Recipe Robotrol**

Accurate Automatic SURFACE COOKING CONTROL  
 All the Way from 250° up to 850°

Recipe ROBOTROL—Hotpoint's sensational exclusive new feature—gives you exact (on-the-dial) control of cooking heat on each top-section of the Hotpoint SUPERRange!

**TAKES THE GUESS OUT OF SURFACE COOKING!**  
 You dial and get ANY HEAT you need—constant and evenly distributed! Uniform cooking perfection becomes an automatic certainty—every time!

**ALL-ELECTRIC COOKING**

with **Hotpoint**  
 A GENERAL ELECTRIC AFFILIATE

**SEE THE COMPLETE NEW HOTPOINT GLAMOUR LINE!**  
 Let us tell you ALL about ALL of the startling new features in Hotpoint's sensational new Silver Gray Glamour Line, brilliant new companion line to Hotpoint's world-famous Standard Line of commercial cooking equipment. Send in the coupon for the 24-page booklet "Glamour Comes to the Commercial Kitchen" TODAY!

**PERMALUCENT-FINISHED FOR THE  
 "ALWAYS-NEW LOOK!"**

Bright, beautiful, time-defying PERMALUCENT finish gives Hotpoint's Glamour Line the "always-new look!"! Withstands heat, resists wear, repels rust, defies finger marks—RETAINS "always-new" SHOW-PLACE beauty!



Hotpoint Inc., Commercial Equipment Dept.,  
 231 South Seelye Ave., Chicago 12, Illinois

Gentlemen: Please send full details on the new Hotpoint GLAMOUR line and the SUPERRange.

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Firm \_\_\_\_\_

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one of  
the  
field**



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Food specialties to delight the eye and appetite — at a cost within the most economical feeding budget — that's the big PLUS VALUE Gumpert gives schools everywhere.

This outstanding quality is assured in four ways: Finest, top-of-the-crop ingredients in every product — tested and proved. Easy, fool-proof, time-saving methods. Accurate cost control to protect your budget. Perfect standardization for uniform results.

Why not make your food service department outstanding this year? See the Gumpert Man on his next call.

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**CHICAGO SAN FRANCISCO**

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SCHOOL FEEDING**

**300 Products to Aid Restaurant Operations**

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Fruit Drinks—Liquid and Dehydrated

Extracts and Colors

Spaghetti Sauce

Soups—(Liquid and Dehydrated)

Cake Mixes

Hot Chocolate Powder

Soda Fountain Toppings

Complete Line of Bakery

Specialties